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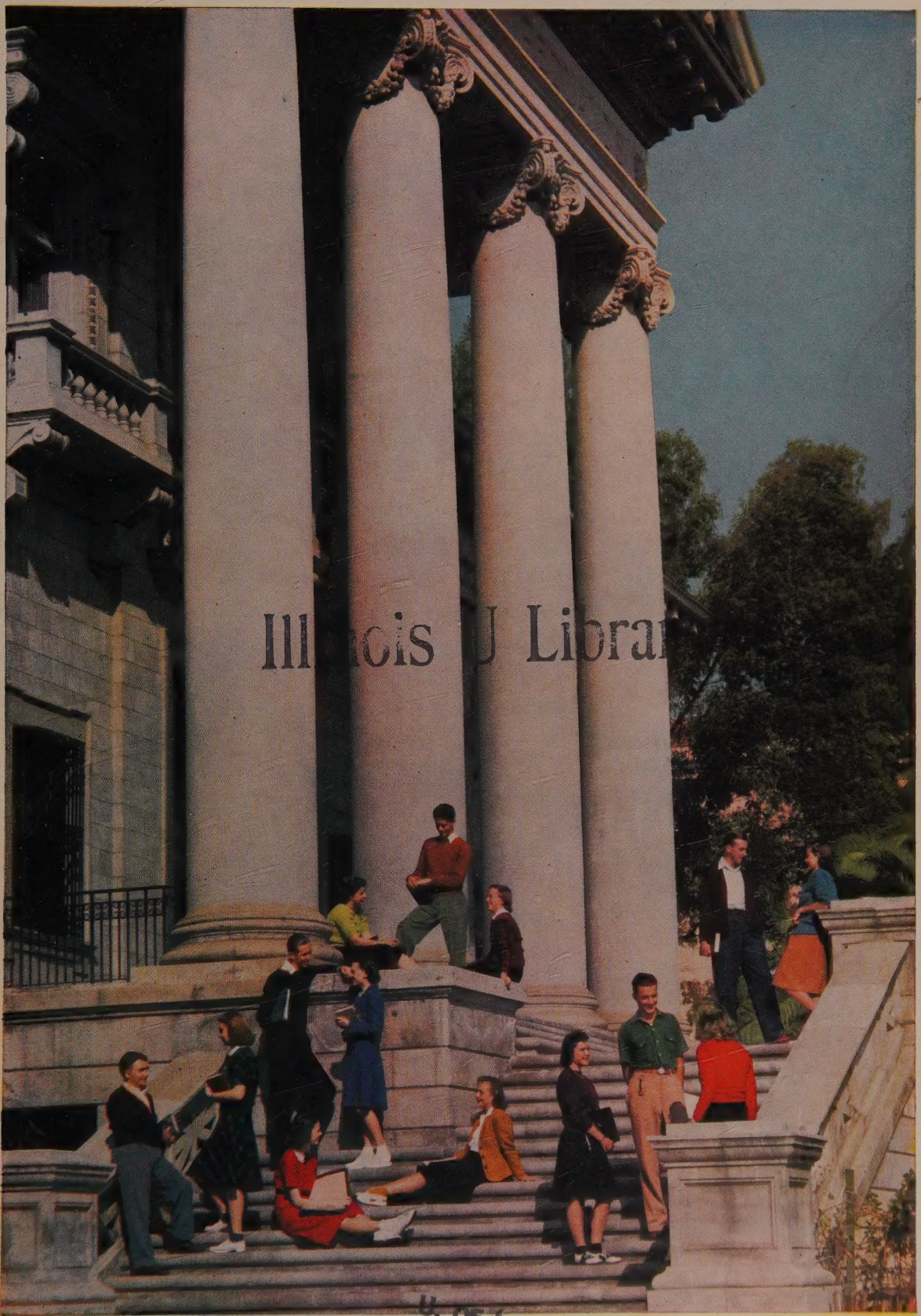

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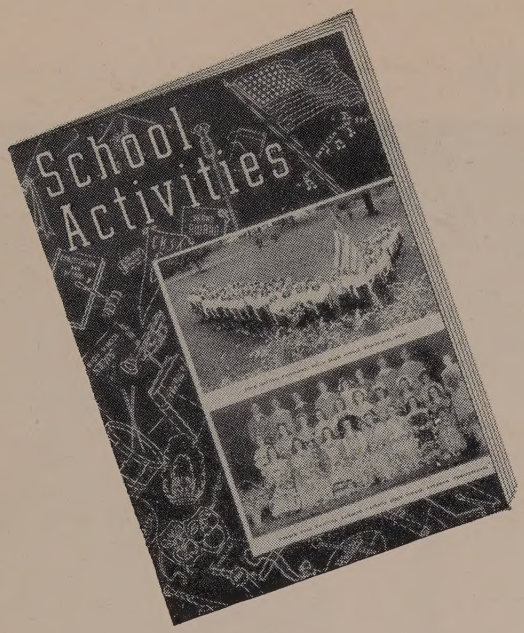

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SPRING, 1950

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VOLUME VI NUMBER 1

Basic Philosophy of Debate*

By E. C. Buehler, Kansas University

ABOUT ten years ago, William Allen White referred to the outbreak of World War II as more than the beginning of another world war. He said, "'This is a world revolution." The last decade revealed there was much truth in Mr. White's observation. The world-wide revolution has extended beyond politics and economics and has reached into the cultural and educational aspects of life. Our college administrators are asking us to appraise our aims in many areas of study and training. They are asking us to take another look to determine the basic underlying philosophy of our courses of study. It is particularly in keeping with the revolutionary spirit of the day that someone should be asked at this convention to discuss the basic underlying philosophy of debate. The time is close at hand, if it is not already here, that we who direct Forensic programs in our colleges may be held accountable for the time and money that we and our students spend for an activity called debate.

In considering the basic underlying philosophy of debate, let us begin with a few facts, which to me seem almost self-evident. Fact number one: Debate in some form or another is a universal and common practice in everyday life. It has been estimated that about 0 per cent of the activities in the field of commerce and in the professions is determined by oral communication of which more than half is in the form of discussion and debate.

Fact number two: "Debate and discussion," says Dr. James McBurney, President of this Association, "is the essence of Democracy." Free and open debate has been an important factor in creating a dynamic democratic nation like ours. The minute we destroy debate, we destroy democracy and create dictatorship.

Fact number three: Forensic activities in the form of oratory, debate, and oral argument have been emphasized and practiced by our liberal arts colleges for a long, long time. In our early chartered Colonial Colleges, some form of forensic activity was given emphasis and recognition in literary societies, at commencement exercises, at class exercises, and at various university functions. Dr. Everett Hunt in his stimulating article on "Rhetoric and General Education" in the October issue of the "Quarterly Journal of Speech" frequently mentions that debate and oratory were the concerns of the whole college. Inter-collegiate contest debating has existed in this country for more than half a century. This form of academic sport is more widely sponsored and supported today in terms of unit schools than inter-collegiate athletics.

Fact number four: The real values and benefits of debate are convincingly revealed by our college graduates. In my 28 years of teaching experience, I have never heard of a college debater expressing regret for having spent so much time and effort at forensics. On the other hand, I have heard dozens of former college athletes say that they wished they would have spent less time on athletics and more on speech activities.

I mention the above facts to show that debate is an activity which carries an established rating of some merit. Beyond these facts are other sound reasons which indicate that debate belongs to the educational process, that it is an activity which is close to the core curriculum of the liberal college.

PROF. E. C. BUEHLER

In the recent Harvard Report on "General Education in a Free Society," four major aims of general education were listed (1) Effective thinking, (2) Communication, (3) The making of relevant judgments, (4) The discrimination of values. It is easy to show how debate is an effective educational device which meets these four aims. (1) Debate trains students to be more effective thinkers. It does this by teaching the techniques of research, of investigation, and of careful analysis. It teaches system, order, and organization. It helps students to see logical relationships and to evaluate truth

*This paper was presented by Professor Buehler as one of four on the Discussion and Debate section at the recent S. A. A. Convention held at Chicago December 27-29, 1949.

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from different points of view. Debate helps to take the "freeze" out of the mind. (2) Debate is clearly a device to improve the skills of communication, both as to word and speech. Naturally its main force is upon oral communication. (3) The debater is constantly trained to make judgments. He must select certain facts, certain issues, and certain tools of logic. Often he must decide instantly what course to pursue. Most certainly this training meets this third aim. (4) Finally the college debater is trained in the discrimination of values. He must sift out the false from the true. He is called upon to make the scientific approach and to appraise all argumentative thought on an impersonal basis. He must aim his arguments at the expert, critical and discriminating judge.

When constructing a basic underlying philosophy of debate it seems to me we must recognize the fact that debate belongs to education. Can this be said about football? Debate and discussion are among our best educational devices.

II

Debate is a form of academic sport. The terms, "academic" and "sport" give rise to much confusion, misunderstanding, and public criticism. The confusion is most pronounced by those who are outside of our profession.

Debate is academic in the sense that the audience situation is often artificial and unreal, particularly in the single judge tournament contest. Furthermore, the issues are frequently of little immediate concern to the debater. At least, they are not realistic as compared to the debates of the court room, the legislative hall, and the business conference room. For the college debater, there is little at stake, except perhaps a judges decision or the casual verdict of a disinterested audience. The meaningfulness of the arguments is incidental. The important thing is proficiency in the skills of debate. Contest debating should always be judged on the merits of debating, not on the merits of the question. In real life situations the opposite is usually true. In real life, at the polls, in the court room and in the market place, action is determined more by the merits of the subject matter than upon the skills of speech. However, the effectiveness of speaking skills are often underrated by the rank and file.

Much of the present criticism of the game element in debate arises from a lack of understanding on the part of the layman. The typical American is a score board conscious individual. He hears there has been a debate, and the first thing that pops into his mind is who won?" Unfortunately for the layman, the rightness and wrongnes of a cause is often associated with the team which won or lost the debate. I recal an old-fashioned country debate in the Epworth League of the Methodist church. The question was, Resolved: "That the cow is more valuable than the horse." The affirmative in this case won the debate, and I recall that the farmers of that community promptly thought more highly of their cows and less of their horses. The decision of the judges was real, not academic. Arguments among farm hands were often settled realistically with fists. The layman has little appreciation for the academic concept of debate. He wants a definite verdict, whatever it is. The verdict settles the matter. It makes it right or wrong.

Although debate may be academic in its nature, it is nevertheless about as realistic as anything we do in college. The underlying goal is to discover and reveal the truth as effectively as possible before the discriminating, expert judge. This goal gives the debater the tools of logic which he may effectively use to meet the more realistic life situations later on.

There are many who criticize debate because it fails to adequately emphasize the elements of Persuasion. I say let's put first things first. Let us train the student to think clearly and logically. Let us give him the skills by which he may examine, analyze, and make judgments as to what is true or false. It requires a more highly developed mind and strength of character to meet the critical standards of an expert judge than it does to influence the undiscriminating mass jury mind. If we are to make a better world through having better individuals, I say let us first develop better thinkers. The Huey Longs, the Bilbos, the Brinkleys, the Hitlers, can only hope to build a shaky, temporary kingdom, because the best they can do is ask their listeners to think, not with their brains, but with their blood. Demosthenes, Jesus, Burke, Gladstone, Lincoln, and Ghandi had their moments of defeat. Defeat, measured by our dubious yard stick of audience appeal. Yes, by our standards of persuasive speech. But these men and their causes have survived the test of time. The truth that motivated them was revealed by facts, evidence, logic, analysis, and organization, all techniques of the debater. These men and their causes live on to make a better world. So I say, let us not apologize for debate as an academic sport as long as we give training in the basic skills by which truth may have its best chance to come to the front. Let us not apologize for the decision debate, because of the contest element, provided that decision is rendered by a fair and expert judge. The contest element is common in all life. It is a factor that has made us a strong nation. It is the one factor which offers us at least some reality in an academic sport. While some of the fruits of the decision debate are admittedly bad, the badness thereof is often the fault of the teacher in charge who accepts victory as a major reward. The good fruits of contest debating in the long run do us more good than the bad fruits do us harm.

Debate is highly specialized academic sport—a kind of a mental boxing match employing certain skills in argumentative talk which may have their greatest functional value years after graduation. It is a specialized game which flourishes best when supplemented by other forms of oral discourse such as discussion, extempore speaking and public speaking of various sorts. Its greatest potential worth to the student is jeopardized when it is emphasized to the exclusion of all other kinds of speech activities. The greatest abuse lies in the over use and the over emphasis of the decision which spells win and loss. Yet the judge's verdict perhaps provides the greatest single motivation for quality performance. In a sense debate holds the unique position of being an activity which is difficult to get along with but impossible to do without.

The winners of the district elimination tournaments in Michigan high schools are: Grand Rapids Creston; Hamtranck; Alpena; Plymouth; East Grand Rapids; Albion; Tecumseh. The tournament at Flint has not yet been reported.

History of Intercollegiate Debating in Ohio*

By W. Roy Diem, Ohio Wesleyan

IF you should pick up a copy of the Ohio State Journal some morning and should read an account of a debate held at Ohio State University the night before, to which such crowds had come that there had been a traffic jam on Neil Avenue at the entrance to Pomerene Hall, you would, I take it, be surprised. If you should read further that the Ohio State University team, having won a two to one decision over, let us say, Indiana University, had been serenaded on the Oval by the University band; that the whole student body had turned out to cheer them; that President Bevis and Vice-President Hatcher had made speeches of congratulation to the victorious debaters; that the crowd in a frenzy had borne the debaters in a snake dance from fraternity to fraternity over the campus, you would think that a miracle had occurred.

Yet there was a time when a narration of goings on of that kind in connection with debating on more than one Ohio campus would only have been a telling of facts. Warren Guthrie, of Western Reserve University, gives me a note taken from one of the early publications of Western Reserve University recording the fact that when debates were held in the early days in the Atheneum at Hudson, home of the early Western Reserve, crowds were so great that roads in the vicinity were blocked with ox-carts. One of my informants concerning the early history of debating at Ohio Wesleyan, Dr. J. T. Marshman, says: On the night of a debate, Gray Chapel was crowded to the dome, the band blared in victory music, and if we won, and we won our share, there was a great celebration—bonfires on Monnett campus, speeches and college songs in which both faculty and students participated; if our victory was away from home, a delegation awaited the train returning the victorious team, and like as not there would be another celebration." That applies to the conduct of debating at Ohio Wesleyan, and doubtless would apply equally well to many other Ohio campuses in the first decade of this century.

To begin at the beginning of a historical statement of intercollegiate debating in Ohio, I should indicate some kind of outline, like a good first affirmative speaker, to set forth what I intend to prove. To do this, I shall divide the history of intercollegiate debating in Ohio into four periods, somewhat arbitrarily set up.

The first period, in which debating had not yet really become intercollegiate, I would designate as the period of preparation. It was the period of the literary societies, extending from the date of the founding of most of the colleges until 1895 or 1900. The literary societies themselves lingered on in many of the colleges for fifteen or twenty years, but their work was in the main done by the turn of the century.

The second period, really the first period of actual intercollegiate debating, was the period of triangular leagues, with highly formalized debating, long training for particular debates, bitter contests, usually judged by three local judges, who might know much or little of the principles of argumentation. This was the period of big audiences, and much fanfare. Debate was a sport that vied with football for attention and glory. The period extended, roughly, from 1895 to 1920.

The third period, beginning shortly after the first world war, might be designated as the period of forum debates. Audiences began to fail on the campuses, and the debaters went out to audiences, in lodges, churches, schools, occasionally to luncheon and other clubs. There was experimentation in varying types of judgment, in audience decisions, judgment by experts, even in no-decision debates. The cross-examination and other types of debating were tried. Individual debaters engaged in many debates during a year, whereas in the preceding period one debater engaged in no more than one or two debates in a year. Debaters in this period went on long tours across state lines.

It is rather easier to designate the characteristics of the fourth period, which we are still in, than of any of the other periods. It is distinctively the period of the debate tournament. The period began when the Great Depression cut into our debate budgets, and we had to devise means of carrying on debate programs with limited funds.

The time divisions between the periods are of course approximate, and differed in different colleges. Characteristics of one period extended in individual colleges over into succeeding periods.

What I have called the first period, the period of the literary societies, was not, of course, properly a period of inter-collegiate debating, since there was in general no intercollegiate debating in that period. But it was a very important period by way of preparation for those that followed. The activities of the literary societies demonstrated the value, in the total educational program, of training in public speaking; following that, the disciplines of the literary societies were simply taken over into the curriculum, and the period of real intercollegiate debating began.

I do not have much material on the period of the literary societies, as most of the debate directors of Ohio colleges who sent me data on the debate histories of their respective colleges began with the succeeding period, but I am indebted to Bob Gunderson of Oberlin for a very interesting study which he made of the activity of women, especially, in the literary societies of Oberlin. As you all know, of course, Oberlin had pioneered in the granting of educational privileges to women. They were not so liberal at Oberlin, however, as to escape the generally held prejudice at that time against the speaking of women in public, and it was necessary for some of the Oberlin women to fight for the right to take part in the debates and other speech activities of the literary societies. Three Oberlin women destined to achieve national reputations, Lucy Stone, Antoinette Brown, and Sallie Holley, led the fight, in the early 1840's. It was not until 1870, however, that women at Oberlin were so far liberated from restrictions against women speaking in public as to be permitted to read their essays on the commencement program.

From material furnished me by Loren Staats, of Ohio University, it would appear that Ohio University

*Contributed to Speech Activities through the efforts of David Potter, Univ. of Akron, editor of our Dept. of Debate Archives. The article was first printed in The Central States Speech Journal, Nov. 1949.

organized the first college literary society in Ohio. This was the Zelothean Society, founded in 1812. In 1869 Ohio University became, like Oberlin, coeducational. It is interesting that women there, as at Oberlin, had to fight the same fight for the dangerous privilege of speaking in public. Apparently they achieved the privilege at about the same time, for there is a record of the first initiation of a woman into a literary society at Ohio University in 1870, the same year in which women were allowed to read graduation essays at Oberlin.

One other brief remark concerning the preparation period. I think it likely that at most colleges, as at Ohio Wesleyan, the literary societies functioned, when a true intercollegiate debate program began, by furnishing participants in the debates, and governing boards for the debate programs. As late as 1915, the governing board at Ohio Wesleyan, called the Debate and Oratory Council, included selected representatives of no less than seven literary societies. Their names are interesting as reflections of the classical education characteristic of the liberal arts colleges in the 19th century; they were the Zetagathean, Chrestomathean, the Athenian, the Amphictyonian, the Clionian, the Atheneum, and the Castalian.

The second period, which was the first period of real intercollegiate debating, began about 1895. That is the year indicated as the first year of intercollegiate debating at Western Reserve University. A few years later, league arrangements came into existence. Prof. Robert I. Fulton, of Ohio Wesleyan, in a historical statement published in 1916, says: "In response to an invitation by the Ohio Wesleyan University, Prof. O. F. Emerson of Western Reserve University, Prof. W. W. Cressy of Oberlin College, Prof. A. C. Barrows of the Ohio State University, Prof. J. H. Grove of the Ohio Wesleyan University, and Prof. R. I. Fulton, representing both Ohio State University and the Ohio Wesleyan University, met in Delaware, Ohio, on Jan. 2, 1897, and organized the Ohio Intercollegiate Debate League. The first contests were held in May of that year."

In 1904, Ohio State withdrew from the League. Within a few years the other colleges grouped themselves into a number of triangles, which at various times before 1916 included Wooster, Kenyon, Mt. Union, Denison, Miami, the University of Cincinnati, Ohio University, and a number of colleges from other states — Colgate University, the University of Rochester, Illinois Wesleyan, Washington and Jefferson, Earlham College, University of Notre Dame, Allegheny College, the University of Pittsburgh, and DePauw.

On a printed program of a debate at Western Reserve University in 1912, between Western Reserve and Notre Dame, furnished me by Warren Guthrie, there is presented in brief a picture of the typical debate of the period. The question being debated was "Resolved, That Congress should provide for a central bank." There were three speakers on each side. The chairman was the Honorable John A. Hibberd, State Senator of Indiana. Judges were Chester Arthur Legg, Counsel of the Board of Trade, Chicago, and Attorneys at Law Hugo Sonnenschein and Edward R. Johnson, both of Chicago. Music was furnished by the University Orchestra. At the bottom of the program, there is penned a note, evidently in the handwriting of Howard Woodward, which says, "Unanimous decision for Notre Dame. They averaged slightly better in presentation, but were weak in argument. They had it all cut and dried, and most of it was shallow stuff. Strange decision."

That evidently was a case in which the careful arrangements for the judging, by three judges, all lawyers, brought in from Chicago, had backfired, so far as Western Reserve was concerned. And that leads me to say a word about the system of judging, and of training of the speakers, which was in vogue in those days. President Hopkins of Defiance College, who had had a long experience of coaching debate and dramatics at Heidelberg before going to Defiance, writes me an interesting description of the debate program at Heidelberg College, when he took over in 1923. "Debate at that time," he says, "was on a highly formalized program, participation being with many of the old-timers — Muskingum, Wittenberg, Wesleyan, Wooster, and so on. Debate was of the old order, with written speeches, canned rebuttal, with three-member teams and one rebuttal speaker — each side. The Heidelberg record had been a very good one—in fact it was something that they bragged about. They, like other schools, had their pet judges—who many times served for the love of the old school and seldom went wrong. The debate season consisted of not less than one debate a year, and not more than three (at the most). Competition was bitter, and suspicion attached itself to many of the simple details of arrangements, and every school had its own list of judges who should have been scrutinized with more care than often was the case. But from this situation of jockeying for advantage came the gradual development of a professional attitude and professional performance in judging, as well as conduct of the competing schools and coaches."

Emphasis in this period was on winning, and great attention was given to motivating the debaters. Prof. Delbert Lean writes of that effort at Wooster: "In the early years I used to put pennants on the walls of my classroom to stimulate the debaters to nobler efforts. If we won the debate, then our pennant was above. If we lost it, our pennant was below. I got that idea from Bobby Fulton, who did that very thing." Prof. Marshman emphasizes the great stress laid upon delivery: "As I recall it now, the debate speeches were largely canned stuff, and great emphasis was laid upon delivery." And he adds, "After my years of experience, I could not subscribe to such a program now. I'm not sure I ever did."

These comments from Lean, Hopkins, Marshman, and others, indicate some of the shortcomings of the program of debating carried on in the Ohio colleges between 1895 and 1920. Nevertheless, it is remarkable how many of the debaters in this period went on to achieve distinction in law, in the ministry, in teaching, in college administration, in business. Every college has its list of distinguished graduates who were debaters in their college days. It would be tiresome to mention all of them, but by way of illustration, I might cite a few. Ohio State University lists Sen. John W. Bricker; State Tax Commissioner C. Emory Glander; Harry Jeffrey, former Congressman of the 3rd Ohio District. Baldwin-Wallace includes Bishop Lloyd Wicke, of the Methodist Church, Prof. Carl England of Department of Speech of Dartmouth College; Wooster lists in the category its own President, Howard Lowry; Harry Cotton, President of McCormick Theological Seminary;

Carl Weygant, Chief Justice of the Supreme Court of Ohio; Heidelberg mentions W. B. Bliss, Executive Secretary of the Ohio Educational Association at Columbus; Ralph Bease, attorney and industrialist of Cleveland, Rev. Gerson Engleman, Trustee of Heidelberg and a leader in the Ohio Evangelical and Reformed Church; Kent State University lists Gordon Hostetler, director of forensics at Temple University, and Ralph McGinnis and James Holm, occupying the same positions at Montana State and Kent respectively; Wilberforce lists Leon Ransom, former Dean of the Law School of Howard University; Denison mentions President Howard Jefferson of Clark University and a number of distinguished preachers, such as Harold Phillips of the First Baptist Church of Cleveland; Otterbein names Bishop I. D. Warner; and the Editor of the Watchword; E. E. Harris. Muskingum numbers among its distinguished former debaters Congressman E. R. Lewis and a number of educators, most prominent Dr. Thomas Pollock, President of the National Council of Teachers of English. Oberlin names Wayne B. Wheeler, who achieved national fame in the service of the anti-saloon league. We at Ohio Wesleyan list among our former debaters a half dozen college presidents, including our own President, Arthur Fleming; Ralph Sockman, great preacher; Henry Ewbank, whom I do not need to identify for a group of speech teachers; Philip C. Ebeling, President of the Ohio Bar Association, etc., etc.

I have never been able to determine whether the distinction achieved by so many of our debaters is not rather to be explained by the fact that our debate programs, for one reason or another, attracted the ambitious and able young men and women who were determined in any event to be successful, than alone because they had training in debate. Doubtless we all as debate coaches like to claim what credit we can for the achievements of our former students. I think at least we may say, if we are still getting ambitious and brilliant young men and women in our debate squads, that they recognize a real contribution which debate training can make to their preparation for life's work.

I have called the third period of intercollegiate debating in Ohio, beginning shortly after the First World War, the period of forum debating. There had been a brief interim during the war, in 1918, when debating had ceased on most campuses. It was resumed immediately after the war in most colleges, and at first followed the lines of development of the years before the war. Soon, however, the practice began of greatly extending the debate season, so far as the number of debates engaged in by one debater was concerned, and also so far as the total number of debates at a given college in any one year was concerned. Teams were sent to national conventions. The national honor society, Pi Kappa Delta, seems to have taken the lead in that activity. President Hopkins, for instance, says, respecting his activity at Heidelberg: "I think it was in 1924 or 5, that Heidelberg sent a team to its first national convention (Pi Kappa Delta) and from that came an impetus that grew steadily until the college was working with a squad of as many as 30 men and women and contesting annually in 50 or 60 debates. These included of course the home and home individual debates of the Ohio Conference—which ultimately itself expanded into tournament debating. To these were added regular competition in the national and sectional tournaments of Pi Kappa Delta and numerous invitational contests. To these came colleges from Michigan and Ohio, often 10 or 12 other colleges competing."

Harry Williams of Miami University reports a similar expansion of debating at that institution in the 1920's. The first mention of a debate with a distant school is in the **Catalog** of 1921-22; the debate was with Occidental of California. The first mention of (an) extensive schedule is in the **Catalog** of 1926-27. Miami met Cincinnati, Denison, DePauw, Butler, and Ohio. This catalog is the first to mention women's debate. They met Butler, Cincinnati, DePauw, and Wittenberg." He says further on that while in 1929 Miami's schedule included eight or ten dual debates, "Howard Higgins and I took it up much higher . . . My own memory of the last years of intercollegiate contest has been that we hit as high as 75 debates for women alone."

Professor Guthrie notes the date 1921 as the date of the beginning of Reserve's program of forum debates before the nights of Pythias lodges, and other lodges and citizens' groups in the city and environs of Cleveland. Prof. Woodward initiated the program. In 1925, the forum debate program there was supplemented by a program of forum public addresses. In 1930, one of Western Reserve's debate teams flew to Notre Dame. The Reserve Tribune (March 18, 1930) called the trip the first time in the history of the United States that a debate squad has traveled by air."

Oberlin, like Western Reserve, began sending its debaters before off-campus audiences of various sorts. The date given for the beginning of this program is 1927. Ohio Wesleyan debate teams, in the middle twenties, were taking long trips. One such trip, in 1926, took three debaters, one of whom was our present President, on a three weeks' tour of the west coast, with debates at Occidental, University of California, Redlands, and three or four other points.

It must have been about the middle twenties that a number of debate leagues more general in nature than the old triangular arrangements of 1900-1910 came into existence. Ralph Arnold of Muskingum gives the date 1925 as the time of Muskingum's affiliation with the Ohio Debate Conference. I have found no other date than that to indicate the time of the beginning of that organization. The Northeast Ohio Debate Conference must have come into existence not much later. Prof. W. E. Umbach of Case Institute of Technology speaks of Case's joining that organization in 1928 or 1929. Case has, incidentally, been very active in the work of that conference.

I have already quoted one statement from Harry Williams to the effect that women's debating was first mentioned at Miami in the catalog of 1926-27. Women generally began to participate in debating in Ohio Colleges during the early twenties. It was in 1921 that the constitution of the local chapter of Delta Sigma Rho at Ohio Wesleyan was amended to make women eligible for membership, though that was accomplished only against vigorous opposition of a number of the male members. Even then, for more than a decade after that date, the women's squads continued to be separate from men's squads. They had a separate coach, and they used a different question from the men.

The fourth period of debate history, as I have already stated, began with the early thirties. The drastic fall in enrollment and especially in income of most of the colleges necessitated operation of debate activities on much reduced budgets. The old system of dual debates, when travel had been, for the most part, by railroad, with overnight stays in hotels, was replaced by tournaments, which, in the case of Pi Kappa Delta schools, at least, had already begun in the late twenties. Transportation expense to these could be cut down by traveling in automobiles. A number of regularly recurring tournaments were established like that at Kent State University, an invitation affair, and those at Capital University under the auspices of the Ohio Men's and the Ohio Women's Intercollegiate Debate Conferences. The latter two conferences were, prior to 1944, closed conferences: that is, only member colleges could participate. Besides these regularly recurring tournaments for varsity debaters, there has been one regularly recurring tournament for novice or first-year debaters, which rotated among the member colleges. In addition there were occasional invitional tournaments, at Baldwin-Wallace (their Great Lakes Tournament recurred regularly for a number of years), at Ohio Wesleyan, at Denison, at Marietta, at Oberlin, at Muskingum, and a few other colleges.

One other type of speech activity involving debaters that began about 1934 was the Student Conference on Public Affairs. I have in my files a printed program of the Second Annual Ohio Students Convention on Public Affairs, held at Ohio Wesleyan on May 3 and 4, 1935. The following Ohio colleges participated: Bluffton, College of Mt. St. Joseph, Wooster, Denison, Heidelberg, John Carroll, Kenyon, Notre Dame, Oberlin, Ohio Wesleyan, St. Johns, Western Reserve, Wittenberg, and the Y.M.C.A. College of Cincinnati. I have no information as to where the first or the third conventions of that organization were held, though I have a recollection of one having been held at Case in Cleveland.

Oberlin, of course, has been running a very successful students' legislative conference since 1942, and Ohio State University since 1948.

I think I may conclude this paper with a statement about the change in management of the Ohio Men's and Women's Debate Conferences and Oratory, Reading, and Extempore Speaking Contests which came about in 1944. Previous to 1944 there had been separate organizations for all four of those activities. Each was composed of a group of colleges, and the contests were restricted to member colleges. In 1944, all the organizations were dissolved, by agreement of the member colleges, and an activities committee was set up under the Ohio College Teachers of Speech to make provisions for the running of the contests. The debate tournaments for both men and women continued to be held at Capital University, and the individual men's and women's contests rotated among the colleges. The four contests were thrown open to all Ohio colleges, and even to a few non-Ohio colleges, like Earlham, upon the payment of a moderate activities fee.

I think it has been obvious to you that I have been silent in this paper, or nearly silent, about a number of colleges, like Bowling Green, and especially Wittenberg, that have been very active in debate and oratory programs. That was because I received no data, or little, concerning their debate history from them. I want to express my genuine appreciation for the generous help that many of you gave me. My paper has been sketchy, and has had too much conjecture. That is evidence of the fact that most debate coaches are too busy to keep full records. It partly reflects the fact, too, that you sent me much more material than I could use.

I should like to conclude by passing on a suggestion that Earl Wiley of Ohio State made in his letter to me, and that is that the Ohio Association of College Teachers of Speech urge every college in Ohio which had a debate program to appoint a graduate student to make a thorough study of its debate history. My suggestion is that OACTS should provide archives for the preservation of such histories, perhaps publish them (as the Pennsylvania Debate Association did a year or two ago), and certainly appoint a committee to draft a plan of research. Only in that way can we prevent the irrecoverable loss of the history of this significant speech activity in the Ohio colleges.

High School Debating in the West*

By Kurt Montgomery, University of Oregon.

THE West IS a big area. The eleven states comprising the W. S. A.—Washington, Oregon, California, Idaho, Montana, Nevada, Utah, Colorado, Arizona and New Mexico —contain 17 million people, or only about one-eighth the total population of the country, but they sprawl over 1,000,000 square miles, or one-third the total area of the continental United States.

This report, like the area, covers much territory. Three of the eleven states previously mentioned will not be considered. Directors of debate in Utah and New Mexico were not reached. Professor W. Arthur Cable wrtes of the Arizona League: It "has been inactive since (the depression of the early thirties) although the machinery is still kept in readiness to begin fuctioning whenever the time may be propitious." For the remaining eight states, the following topics will be considered: states having high school leagues, speech contests in addition to debate, extent of debating, types of debate, judging standards, and problems of the leagues.

I. **Western States With High School Leagues.** Two states—California and Wyoming—are not organized into leagues. Prof. E. R. Nichols, University of Redlands, writes of the California situation: "... it is more of an understanding than an organization." The state is divided into two sections, with Redlands holding the southern tournament and College of the Pacific holding the northern. In addition, there are northern and southern dis-

*Paper read at the S. A. A. Convention at Chicago, Dec. 29, 1949 for Mr. Montgomery by his colleague, Dr. Robert D. Clark.

tricts sponsored by the National Forensic League. The four districts are combined for a state championship. This arranagement, writes Prof. Nichols, "is all just agreed upon orally" without any formal organization. It has developed over a number of years, is still developing, and it will ultimately be, it is hoped, more inclusive.

Wyoming is also without a state league. The University, however, has for a number of years invited all high schools annually to take part in a speech festival which includes debate and other speech activities. Held concurrently with the contests is a series of conferences between the University Speech staff and high school forensic directors. Problems are discussed and suggestions given. Prof. W. E. Stevens, Director of Forensics at the University says: "That is the nearest approach to state-wide organization that exists at the present time."

The remaining six states: Washington, Oregon, Idaho, Montana, Nevada and Colorado, have organized speech leagues.

I. **Speech Contests in Addition to Debate.** All of the eight states hold speech contests other than debate. Diversity of speech activity seems to be the trend and speech experience for all the philosophy. The contests present a striking array of refinement and subdivision of the art of speech: extempore, impromptu, interpretative reading, poetry, humorous reading, radio speaking, radio drama, retold stories, one-act play, dramatic interpretation, Shakespearean scenes, discussion, after-dinner speaking, oratory, persuasive speaking, declamation, dramatic declamation, humorous declamation, oratorical declamation, essay and choric speaking. Of these, Idaho offers the greatest number—fourteen. Extemporaneous speaking, oratory, and debate are common denominators in all the states. These represent the art of original speech. Playing vital roles in the program, however, are those activities utilizing materials written by someone other than the high school speaker.

III. **Extent.** Exact figures to compare the extent of debating are not available for all the states. In California, about forty or fifty high schools participate. Prof. Nichols expresses dissatisfaction with this number. "There are too many high schools," he writes, "that do not debate or compete in the speech events. Usually they have only drama, or just nothing. A few of them indulge in the American Legion and Lions' Club contests."

Oregon has a still smaller number—about twenty-five. Each year we have found an increased interest, however. Just recently, the State Library, the agency handling the sale and distribution of the **N U E A Handbook,** wrote Dr. Aly to say:

> We have a gratifying and unusual situation in Oregon this year. There is a decided increase of interest in debate. It may be that the subject chosen is a popular one and that schools are finally on a peace time program with qualified speech instructors . . . The debate coaches or principals write us something like this: "We did not debate last year, but have just decided that we would like to take part."

It might be that Oregon will end up this year with five or ten more schools taking part in debate.

The State of Washington has the largest number of schools. About seventy of them participated last year, Professor Veatch, of the State College, reports. The Secretary of the Idaho League says that forty schools competed at the State Tournament held at the College of Idaho in 1949. Montana had sixteen schools out of a total membership of forty-nine. The 1949 tournament was the largest in the history of the Montana League. Prof. Stevens, University of Wyoming, advises: "The number of schools participating has approached thirty. The average number is nearer twelve."

I am aware that the extent of debating can more significantly be shown by a percentage expressing the ratio of schools debating to the total number eligible to debate. The lowest percentage seems to be Oregon (or possibly Wyoming) with twenty-five schools out of 250, or only ten percent. Washington has the highest: about seventy schools out of 255, or 27 percent. The other states, where figures are available, fall between these two. These percentages certainly reveal the problem. There is much room for expanding the number of high schools participating in debate. No matter how intensive debating might be in high schools of the far West, there is a need to make forensic activities more extensive.

IV. **Debating Types and Procedures.** In addition to lacking an extensive debate program, high schools debating in the West use only a minimum variety of debate types. Oregon, Nevada, Wyoming, and Colorado all use the traditional form.

PROF. KURT MONTGOMERY

The Washington State League, according to the "Debate Bulletin" issued by the Office of the Superintendent of Public Instruction, employs both the traditional and the cross-question types at the State Tournament. However, the general chairman of the tournament, reports that "each district is rather a law unto itself and uses whatever type of debate it cares to."

Montana uses the cross-question type which is calls the "Oregon Plan." Constructive speeches are ten minutes long. Six minutes are allowed to each speaker for cross-examination, with the 2d negative examining the first affirmative, the first affirmative examining the first negative, the first negative examining the 2d affirmative, and the 2d affirmative examining the 2d negative. The debate is ended by a five-minute summary from a negative and an affirmative speaker.

Then there is the combination of the traditional and cross-question types of debate such as is used only in the Idaho League. Constructive speeches of eight minutes are given in the traditional order. Then six minutes are allowed to each speaker which he may use either for cross-examination or for rebuttal. The I d a h o "Interscholastic Activities Bulletin" explains that questions

may go beyond the opponent's constructive case provided they are relevant to the proposition. It warns, however: "The purpose of questions is not to trap opponents into damaging admissions by clever trickery but rather to reveal logical weaknesses in analysis and reasoning; questions should be fundamental, not petty."

The practice among the several states of having speakers debate both sides of the question is quite general. All states follow this practice at their State Tournaments. There are slight variations at some of the District Tournaments. Montana's League allows separate affirmative and negative teams at the district and encourages the use of as many substitutes as are available. Colorado uses two-man teams but permits a change in personnel after each debate.

Up until two years ago, the Oregon State League insisted upon separate affirmative and negative teams at both the District and State Tournaments. Last year the League added a "B" division in debate, which provided for two man teams debating both sides. For the current year, we are trying out two, three and four-man teams for "A", or larger schools, and two-man teams for the "B", or smaller schools. This type of arrangement will, of course, require preparation on both sides of the question.

In general, the western states follow the same debate procedures. They employ two speaker teams prepared on both sides of the question, and use the traditional form of debate.

V. **Judging Standards.** Since all of the state leagues of the West meet for the ultimate purpose of determining champions, competition is sharp necessitating judging of the highest order. The State Leagues recognize this and provide specific suggestions for judging standards. There is no need to itemize these suggestions for each state, because they are strikingly similar. Synthesized they include: (1) knowledge of the proposition; (2) analysis of the question and of the debate as it progresses; (3) amount of evidence, use of it, and validity of inferences drawn; (4) clarity and logical structure of the case; (5) skill in refutation and rebuttal; (6) skill in the use of oral English as demonstrated in extemporaneous speech; (7) effectiveness in delivery; (8) demonstration of persuasiveness by means of tact, fair-mindedness, etc. There is no way of determining whether debate judges find such a formidable list of suggestions of any value. Judges who are qualified by previous debate experience of their own, would tend to use some or all of these criteria. Those without such experience would probably find these criteria cumbersome. Recognizing this, the Colorado League provides two types of suggestions: the first for a critic judge, wherein the points of judging are essentially those just mentioned; and second, for several judges, in which the criterion is: which team seems best fitted for **real** debate — that is, to step into a legislature or a convention which is debating the same problem?

Special mention should be made of the fact that no League asks judges to assign percentages to the various parts of its judging scale. The Oregon League does instruct debate judges to give greater weight to four items: which team excels in (1) using argument backed by evidence, (2) building up a logical case, (3) refutation and rebuttal, (4) extemporizing ability. Judges used in the Montana State Tournament rate debaters on the scale of Superior, 50-40; Excellent, 40-31; and Good, 30-21, with no ratings given below the "average" of 21.

Wyoming, without a League, has a list of points which it presents to a critic who uses it not for the purpose of deciding a winner, but for the purpose of rating the teams. The Wyoming approach is very positive. Their "Debate Rating Sheet" states:

> A few words of commendation for any bits of performance that justify them will help lift any depression that adverse criticism might induce in the speakers. The purpose of this debate is to help the participants to become better debaters.

In short, each debate becomes a learning experience, because it is the critic's function to make an oral analysis which points out where the debate could have been improved. The critic checks, for both affirmative and negative, one of five statements which best indicates the performance of each team:

1. An unusually fine high school team, one which presents a distinguished performance.
2. A team that would not suffer by comparison in any gathering of high school debaters.
3. A team that shows evidence of having attained some maturity in understanding of subject matter and some real skill in discussing it.
4. A team appreciably better than just good enough to send to a gathering of this kind.
5. A team good enough to send to a gathering of this kind.

It is recognized that no set of judging standards will automatically provide competent judging. However, whenever two teams are evenly matched, or when the judge is not an "expert", a list of points for judging is considered valuable.

VI. **Problems.** Directors of statewide programs were reluctant to discuss their problems. Perhaps some states have none, or to the contrary, have too many to put down on paper. Some of them have already been mentioned, in a general way.

The first problem is that of how to increase participation in debate. With 27% as the highest ration of schools debating to those eligible, it is hard to believe that the maximum development has been reached in any state. This problem is not simple for it is connected with the size of a high school, availability of trained speech teachers, teaching load, attitude of school administrators toward speech as an extra curricular activity, finances, etc.

The second problem concerns sponsorship. A diversity of sponsors characterizes state-wide debating in the West. A superintendent of Public Instruction, an Interscholastic Association, a General Extension Division, the National Forensic League cooperating with two private schools, and four State Universities constitute the activating agencies. The problem is to make these sponsoring agencies function more effectively in order to widen the influence of the Leagues over the whole area. One State Tournament Director expresses it: After the "Debate Bulletin" is issued by the Office of the Superintendent of Public Instruction, the Superintendent "pretty well ignores the whole situation." Certainly this would not help to develop interest on a state-wide basis.

Still another problem concerns matching teams of approximately equal abilities so that the debate becomes a contest and not a rehearsal. Washington, Idaho and Oregon try to solve this problem by A, B,

and in the case of Washington, C divisions based upon size of schools. Idaho uses 250 and over as an A school, and Oregon 300 and over. B schools in Idaho thus are 249 and under, and in Oregon, 299 and under. High schools in Washington are larger so the division points are larger. For the College of Puget Sound state-wide tournament, preceding the State Tournament at Washington State College, divisions are used of 500 and over for A schools 500 to 200 for B schools, and 200 and under for C schools. These are arbitrary divisions and at best might give the smaller schools a psychological advantage of feeling that they are more in their element when they debate against schools of their own general size. The division into A and B sections was tried for the first time in Oregon last year. There was a demand for it. But at the State Tournament, only one "B" team appeared, and was declared champion by default!

The fourth and last problem is raised by Wyoming, which does not have a League. Professor Stevens questions the desirability of tournament debating, or, as he calls it, "competition in argumentative speaking." He discourages it on the grounds that "it is incompatible with the intrinsic nature of the subjects dealt with . . . the fitting approach is through open-minded investigation rather than through competitive rationalization of a predetermined solution."

VIII. **Conclusions.** Certain conclusions are evident in this report on the status of high school debating in the West.

1. Of the eleven states comprising the Western Speech Association, three could not be reported on: Utah, Arizona, and New Mexico. Six of the remaining eight have State Leagues: Washington, Oregon, Idaho, Nevada, Montana and Colorado. Two do not have State Leagues: California and Wyoming.

. Debate is one of the three speech activities common to all states. All states sponsor speech activities in addition to debate, extemporaneous speaking and oratory. If they employed only the latter three, the structures of the State Leagues would be seriously weakened.

3. Both the number of schools debating, and the percentage of schools eligible to debate which do so, show there is much room for expansion.

4. Three major types of debate are used: traditional, cross-section, or the "Oregon Plan," and a combination of the traditional and cross-question forms. All of the states hold State Tournaments at which two speaker teams debate both sides of the question.

5. Judging standards in the several states are similar. Each state makes a definite attempt to get uniform and competent judging by furnishing instructions to judges. Although the judging scales provide valid points of criticism, the conjecture arises whether a simpler and equally effective scale could not be devised.

6. State Leagues are not without their problems. How to extend debate participation, how to get the sponsors to widen the Leagues' influence over the state, how to match teams so they are of approximately equal ability, and how to evaluate debate—whether from the competitive angle or from the implementation angle — are problems which high school debating in the West faces.

This, therefore, is the status of high school debating in the West. It is not as extensive as it is in other areas of the country. Neither is it as refined in its techniques. Its problems are perhaps more numerous. It has not reached its maximum development. In short, debate is one of the "undeveloped natural resources" of the West, one from which you may expect to hear much in the next ten years.

American Forensic Association Formed

One of the Newest Affiliates of the Speech Association of America

THOSE of you who have watched with interest the development of the new Association of Directors of Forensic Activities will note with interest the outcome of the organization meetings at Chicago during the SAA Convention at the Hotel Stevens.

The SAA has appointed a committee to sponsor and work on the coordinating factors necessary to complete affiliation of the new order with the SAA. This committee will report at the next SAA Convention at New York City, Dec. 1950. The personnel of the committee is

E. R. Nichols, chairman, Redlands.
Lionel Crocker, Denison.
Eugene C. Chenoweth, Indiana.
Wayne C. Eubank, New Mexico.
Hugo Hellman, Marquette.
Seymour Vinocur, Washington.
Glenn Mills, Northwestern.

We present the story of the founding here

The idea was first sponsored by Professor Hugo Helman of Marquette University. He enlisted the aid of E. R. Nichols, editor of this magazine. Between the two the idea of the new organization was urged upon their colleagues during the last year. In the fall of 1949 Nichols sent out a proposed constitution for discussion. About 70 directors joined the Founding Group in response to this appeal and the rest up to 90 Founding Members joined at Chicago, where the organization assumed definite shape. The account of the meetings at Chicago follows

MINUTES OF THE FOUNDING MEETINGS

First Meeting

The meeting was called to order in Room 20, Fourth Floor, Hotel Stevens, Tuesday, December 27, at 10:45 a.m. by Professor Hugo Hellman of Marquette University. E. R. Nichols, Secretary Pro Tempore of the Founding group, sat as the table with Professor Hellman. (Professor Hellman was appointed by a group of directors, meeting at a tournament at the University of Iowa in the fall of 1948 to initiate a movement for such an organization, and E. R. Nichols was appointed by James H. McBurney, President of the SAA, to act for that organization and to cooperate in the organization of the association of Speech Directors in the spring of 1949. Professor Nichols, who was during the year 1949 Second Vice President of the SAA, made arrangements for the time and place of the organization meetings and sent out the call for assembly.

Of the Founding Members listed below with the constitution, the fol-

lowing answered the roll call

J. Jeffrey Auer, Oberlin College.

Paul Carmack, Ohio State University.

Lionel Crocker, Denison University.

Hugo Hellman, Marquette University.

Lt. Col. Chester L. Johnson, West Point.

Egbert Ray Nichols, University of Redlands.

A. Westley Rowland, Alma College.

Forest L. Seal, DePauw University.

Wayne C. Eubank, University of New Mexico.

P. E. Lull, Purdue University.

Charles R. Layton, Muskingum College.

Donald Olson, University of Nebraska.

E. C. Buehler, Kansas University.

Eugene C. Chenoweth, Indiana University.

Thorrell B. Fest, University of Colorado.

George Henigan, Geo. Washington University.

Dr. Alan Nichols, University of Southern California.

C. L. Nystrom, Wheaton College, Illinois.

Ralph N. Schmidt, Utica College.

Solomon Simonson, Fredonia State, New York.

Seymour Vinocur, University of Washington.

Robert Cathcart, Graduate Study, Northwestern.

Edd Miller, University of Michigan.

Ralph Y. McGinnis, Montana State University.

Professor Hellman and Professor Nichols both made speeches setting forth their ideas of what the organization of directors should be and what it should try to attain.

At the suggestion of Professor Nichols the meeting was opened to questions and suggestions from the floor regarding changes in the provisional constitution previously sent out to the Founding Members in mimeograph form, in order that the committees already selected by mail for the Founding sessions, might know the will of the members present.

A general discussion followed in which the first development was that a change of name would be desirable from Association of Directors of Speech Activities to American Forensic Association. This suggestion which finally carried was made by Wayne N. Thompson of Univ. of Illinois, Chicago Div. It also was agreed that regional organizations were desirable and that perhaps the new organization might be most helpful in this field. It was felt that an annual business session held at the time of the SAA Convention was desirable, and that some national studies of forensic conditions throughout the country might be helpful and useful and should contribute to progress in the future. The group felt that classes of members and a key would not be desirable.

The personnel of the committees previously chosen by mail vote was announced, the members present checked, and new members assigned to the committees from those present to take the places of absentees. The committees were:

On the Constitution

Lionel Crocker, chairman, Denison University; E. R. Nichols, University of Redlands; Alan Nichols, University of Southern California; J. Jeffrey Auer, Oberlin Colege; Wayne C. Eubank, University of New Mexico; and Thorrel B. Fest, University of Colorado, alternate.

On Regional Organization

Glen Mills, Northwestern University, chairman; Eugene C. Chenoweth, Indiana University; Thorrel B. Fest, University of Colorado; Lt. Col. Chester L. Johnson, West Point; and David Potter, University of Akron.

On Publicity and Publications

Paul D. Brandes, chairman, University of Mississippi; E. R. Nichols, Redlands, acting chairman; Lionel Crocker, Denison University; Paul Carmack, Ohio State University; Wayne C. Eubank, University of New Mexico; Carroll P. Lahman, Pasadena College.

On Activities and Relationships

Bruno Jacob, chairman, Ripon College and NFL; Carroll P. Lahman, Pasadena College; C. L. Nystrom, Wheaton College, acting chairman; Forrest L. Seal, DePauw University; A. Westley Rowland, Alma College.

On Nominations

David Potter, chairman, University of Akron; Westley Rowland, Alma College; Seymour Vinocur, University of Washington; Donald Olson, University of Nebraska; C. L. Nystron, Wheaton College.

The meeting adjourned for the committees to begin work.

Hugo Hellman, Presiding Officer.
E. R. Nichols, Sec. Pro Tempore.

Second Session 2 p.m., Tuesday, Room 20, Hotel Stevens

The second session was an informal one, at which the following gathered

Gifford Blyton, University of Kentucky; Hugo Hellman, Marquette University; Lt. Col. Chester L. Johnson, West Point; C. L. Nystrom, Wheaton College; Wayne N. Thompson,University of Illinois, Chicago Division; Paul Carmack, Ohio State University; George F. Henigan, George Washington; E. R. Nichols, University of Redlands; Solomon Simonson, Fredonia State, New York; Don Olson, University of Nebraska; Ralph Y. McGinnis, Montana State University; Gordon Thomas, Michigan State College; Raymond Beard, Wayne University; Bruno Jacob, Ripon College and NFL; B. W. Hope, Marshall College, West Virginia.

The time was spent in committee work and informal discussion.

E. R. Nichols, Sec. Pro Tem.

Minutes of the Third Session

The meeting came to order at the call of Professor Hellman, chairman of the Organizing Group, at 7:15 p.m. in Room 525, Hotel Stevens. The following members signed the attendance sheet circulated for the record:

Malcolm Sillars, Iowa State College.

James A. McMonagle, Wayne University.

David Potter, University of Akron.

L. E. Norton, Bradley University.

Franklin R. Shirley, Wake Forest College.

Karsten J. Ohnstad, Ripon College.

Herbert L. Curry, Central College Education, Mich.

Robert S. Cathcart, Northwestern.

Leonard Sommers, University of Notre Dame.

Ralph A. Micken, Illinois State Normal.

J. C. Wetherby, Duke University.

Wayne N. Thompson, Chicago Division University of Illinois.

Gordon Thomas, Michigan State College.

Carroll P. Lahman, Pasadena College.

J. Jeffery Auer, Oberlin College.

Gordon E. Mills, Northwestern University.

Ralph Y. McGinnis, Montana State University.

W. Charles Redding, University of Southern California.

Wayne C. Eubank, University of New Mexico.

Eugene C. Chenoweth, Indiana University.

Raymond E. Beard, Wayne University.

B. W. Hope, Marshall College, West Virginia.

George Henigan, George Washington University.

Forrest L. Seal, DePauw University.

Thorrel B. Fest, University of Colorado.

E. C. Buehler, University of Kansas.

Don Olson, University of Nebraska.

Paul Carmack, Ohio State University.

Glenn R. Capp, Baylor University.

Emil Pfister, Michigan Central School Education.

Wofford Gardner, University of Maine.

C. L. Nystrom, Wheaton College.

Winston L. Brembeck, University of Wisconsin.

P. E. Lull, Purdue University.

Lionel Crocker, Denison University.

H. C. Krebs, George Washington University.

S. M. Vinocur, University of Washington.

Alan Nichols, University of Southern California.

President Hellman called for reports of committees. Chairman Lionel Crocker of the Committee on the Constitution read the constitution as proposed by the committee, revised from copies sent out by mail previous to the organization meetings. After a short discussion and a few questions the motion to adopt was made by Professor Crocker. The motion carried without opposition. (See copy of constitution as adopted accompanying.)

Professor E. C. Chenoweth reported for the Committee on Regional Organization. He reviewed and explained the change from the original plan to use the West Point districts to the recommendation to use the SAA regions and those suggested by the tournament organization and present arrangements. He suggested that, if these regions proved too large, they could be divided or re-arranged later. He proposed the Western, the Rocky Mountain, the Central, the Southern, and the Eastern as beginning divisions.

The committee also asked that the following committees be asked to serve on regional affairs and on memberships and local organization, with one member chosen to be on the National Council from each committee to represent the district or region. The committees named were as follows:

Western

Alan Nichols, chairman, University of Southern California.

Seymour Vinocur, University of Washington.

Robert S. Bradley, Gonzaga University.

Paul W. Smith, Pasadena City College.

Carroll P. Lahman, Pasadena College.

Rocky Mountain

Thorrel B. Fest, University of Colorado, chairman.

P. Merville Larson, Denver University.*

Wayne C. Eubank, University of New Mexico.

Alonzo P. Morley, Brigham Young University.

Roy C. Nelson, Colorado State College.

Central

J. Jeffrey Auer, Oberlin, chairman.

P. E. Lull, Purdue University.

C. L. Nystrom, Wheaton College.

Westley Rowland, Alma College.

H. L. Ahrendts, Kearney State T. College.

Southern

Annabelle Dunham, Alabama, chairman.

Paul D. Brandes, University of Mississippi.

Richard Brand, Stetson University.

Gifford Blyton, University of Kentucky.

Tom A. Rousse, University of Texas.*

Eastern

Austin J. Freely, Boston University, chairman.

Ralph N. Schmidt, Utica College.*

George Henigan, George Washington University.

Brooks Quimby, Bates College.*

Fred S. Robie, University of Pittsburgh.*

The committee's report and suggestions were adopted by the founding group present.

The Commitee on Activities and Relationships sent its report by C. L. Nystrom, acting chairman, and is as follows:

Relationships

1. The committee recommends that the general attitude of the AFA be one of cooperation with all existing organizations and agencies in the field of forensic activities.

2. That the committee recommends that three members be appointed to the Joint Coordinating Committee of the SAA to work on the AFA development and place among SAA and its affiliated organizations. (See the committee personnel as it appears later.)

Activities

1. The committee recommends that the AFA do not at the present time set up any forensic program or contests, but that it cooperate with and promote those now being carried on.

2. That standing committees be appointed to study the following basic problems of forensics: A. Ethics. B. Procedures. C. Judging.

3. That a national calendar of forensic events be compiled and published annually.

The report of the committee was adopted.

Professor E. R. Nichols of Redlands reported for the committee on Publicity and Publications that a formal meeting of all members could not be held, but that the opinion was that beyond mimeograph reports a publication would not be advisable at the present time, since the organization was in a formative stage and unable to attempt such an expense at present. He offered to give the organization a department in Speech Activities, which he edited, and suggested that a Board of Editors be appointed consisting of one member from each region to cooperate in getting news and articles. He suggested that if the AFA cooperated officially with Speech Activities, that the time would come when the organization might inherit a publication already established capable of making its own way and free of indebtedness. No formal action was taken.

Report of Nominating Committee

Chairman David Potter reported for the Nominating Committee the following nominations for the offices and members of the National Council:

President — Hugo E. Hellman, Marquette University.

Vice President—Wayne C. Eubank, University of New Mexico.

Secretary-Treasurer—E. R. Nichols, University of Redlands.

Council Members

Western—Alan Nichols, University of Southern California.

Rocky Mountain—Thorrel B. Fest,

University of Colorado.

Central—J. Jeffrey Auer, Oberlin College.

Southern — Annabelle Dunham, University of Alabama.

Eastern—Austin J. Freeley, Boston University.

It was moved and carried to adopt the report of the Nominating Committee and declare the officers and members of the first National Council elected.

The official draft of the Constitution and names of the ninety Founding Members follow:

CONSTITUTION
of the
AMERICAN FORENSIC ASSOCIATION

Article I. Name

The name of this organization shall be the American Forensic Association.

Article II. Purpose

The objective of this organization shall be the furtherance of forensic activities in every laudable way, and to cooperate in promoting the purposes and activities of the Speech Association of America.

Article III. Membership

Section 1. Eligibility. Persons actively engaged in directing some forensic activity in an educational institution, such as debate, discussion, oratory, or some type of public speaking shall be eligible to Active Membership and shall be so clased.

Section 2. Associate. Any person who has at some time in his or her teaching career directed some type of forensic activity but who is no longer actively engaged in such direction shall be eligible to Associate Membership and shall be so classed.

Section 3. Voting Members. Active members shall be members with voting privileges.

Article IV. National Council

Section 1. Authority. The supreme power in this organization shall be vested in the annual meeting, and shall be administered in the interim between meetings by the National Officers and Board of Directors chosen as hereinafter provided.

Section 2. Officers. The officers of this organization shall be: President, Vice President, and Secretary-Treasurer.

Section 3. Directors. The Board of Directors of this organization shall be composed of the national officers and a director chosen from each regional district.

Section 4. Election of Officers and Directors. Officers and directors shall be elected for a term of two years, except that at the Organization Convention meeting the following shall be chosen for one year only in order to stagger the National Council terms of office: Vice President, and one-half the number of directors. National officers and directors may be re-elected for a second term, but must be out of office for one term before being elected for a third term.

Section 5. Nomination. Members present at the annual meeting shall nominate in writing a member for each office to be filled at that meeting. These nominations shall be canvassed by a committee selected by the President and the two members receiving the most votes for each office shall be deemed nominated. A ballot containing the names of the nominees shall be distributed to the members present later in the meeting or at a later session of the annual meeting or convention, and each voting member present shall cast his vote for one for each office. The canvasing commitee shall count the ballots and announce the decision of the membership. The members chosen shall assume office on January 1 after being chosen and shall hold office until their terms are expired and their successors elected.

Section 6. National Council Meetings. The President may call meetings of the National Council at such times and places as he finds possible and convenient. The Council shall be responsible to and shall make reports to the Annual Convention.

Article 5. Duties of Officers and Directors

Section 1. The President. It shall be the duties of the President to preside over all business meetings of this organization and to assume all the usual duties of the chief executive officer. He shall be ex-officio member of all standing committees. He may call special business meetings in connection with activities meetings called by a vote of the National Council, but action taken at such meetings shall be advisory only until passed by the annual convention.

Section 2. Vice President. It shall be the duty of the Vice **President** to preside at business meetings in the absence of the President or at his request. In case of a vacancy in the office of President by death or resignation, he shall assume the duties of the President.

Section 3. Secretary-Treasurer. It shall be the duty of the Secretary-Treasurer to record the minutes of, and the transactions of, the convention and of the National Council, and to conduct official correspondence. He shall perform such other duties as usually devolve upon the recording and corresponding officer. It shall be his duty as treasurer to collect the annual dues of members, the convention and other fees, to keep official count of all funds of the organization, to pay bills and accounts upon the order of the officers and directors from the existing funds of the organization, and to make financial reports at annual meetings, and when called upon by the President.

Section 4. Directors. It shall be the duty of the Directors to attend Council meetings and advise with the officers upon the affairs of the organization, and to carry out the duties assigned by the President. Each Director shall serve during his term as District Governor of the regional district from which he is chosen.

Section 5. Standing Committees. It shall be the duty of the Council to select the Committees and Standing Committees for the special duties and projects of the organization. All committees shall report to the Council or to the Annual Convention as designated by the Council. Their terms of office shall be for two years. The Council may provide for the staggering of committee terms of membership to keep experience on the committees.

Article VI. Regional Organization

Section 1. Regional Districts. The organization shall be divided into such regional districts as may seem practicable and logical to meet forensic conditions.

Section 2. Regional Organization. Each regional district shall have an Executive Committee composed of its National Director, who shall be Governor, a Secretary-Treasurer, and three Committee Members. They shall serve for a term of two years. Each district shall determine the time, place and manner of its meetings and its selection of Executive Committee Members, except that the Governor shall be selected from their Executive Committee by the Annual Convention, since the Governor shall also be a National Director. The first National Convention shall select the first Governor

and Executive Committee of each district to facilitate getting the organization under way.

Section 3. Regional Meetings. The District Executive Committee may designate the time and place of official regional meetings, meets and contests, and may cooperate as they see fit with established meets and tournaments in their districts.

Article VII. Dues and Fees

Section 1. Annual Dues. The annual dues shall be established at the annual meeting and may vary from year to year.

Article III. Amendments

This Constitution and By-Laws may be amended or added to by a two-thirds majority vote at any annual meeting, provided that the proposed amendment or addition to the constitution shall be mailed to all members 30 days previously to the date of the annual meeting or convention.

BY-LAWS

1. Any eligible person joining this organization on or before Dec. 27, 1949, by paying two dollars initial dues, or by accepting the combined membership and subscription offer with the magazine, Speech Activities, with dues paid for one year, or until Dec. 26, 1950. This arrangement may be continued until further action is taken by the **Council.**

2. Only paid up members shall be admitted to the founding sessions of this organization or have a vote in its deliberations or those of succeeding annual meetings or conventions. Only paid up members shall hold office or serve upon committees.

3. The National Officers and Directors shall take immediate steps upon the final establishment of this organization to affiliate or cooperate with the Speech Association of America, the Committee on the selection of National Intercollegiate Debate and Discussion subjects, the National Extension Association Committee on Debate Materials and Interstate Cooperation, and the Commitee on International Debating.

4. The National Council shall have power to consider the publication of reports of committees, and to make arangements for an official publication.

ALPHABETICAL LIST OF THE FOUNDING MEMBERS

Aggart, Otis, Albion College, Mich.
Ahrendts, H. L., Kearney State Teachers, Neb.
Alonzo, Morley, Brigham Young University, Provo, Utah.
Auer, J. Jeffery, Oberlin, O.
Battin, Charles T. (Econ.), College of Puget Sound, Wash.
Beard, Raymond S., Wayne University, Mich.
Blyton, Gifford, Univ. of Kentucky, Lexington.
Bradley, Robert S., SJ., Gonzaga Univ. Wash.
Blackburn, Paul F., Loyola University, Los Angeles, Calif.
Brand, Richard C., Stetson Univ., DeLand, Florida.
Brandes, Paul D., Univ. of Mississippi, 1412 Madison, Oxford, Ga.
Brembeck, Winston L., Univ. of Wisconsin, Madison, Wis.
Brookshire, Adeline, Fairmount High School, Fairmount, Indiana.
Buehler, E. C., Univ. of Kansas, Lawrence, Kansas.
Burdick, Hulda, Muskegon High School, Wisconsin.
Cable, W. Arthur, Univ. of Arizona, Tucson.
Capp, Glenn R., Baylor Univ., Waco, Texas.
Carlson, Hugo A., Augustana College, Sioux Falls, South Dakota.
Carmack, Paul, Ohio State University, Columbus.
Cathcart, Robert S., Northwestern Graduate School — formerly Purdue.
Chenoweth, Eugene C., Indiana Univ., Bloomington.
Cornelius, Brother C., FSC, Christian Brothers Acad., Syracuse.
Crocker, Lionel, Denison University, Granville, Ohio.
Davis, H. Barrett, Lehigh University, Bethlehem, Pa.
Dean, Lt. Lawrence, Jr., Valley Forge Military Academy, Wayne, Pa.
Drafahl, Elnora, New York State Teachers', Albany.
Drushal, J. Garber, Ohio State Grad. Study, formerly Worcester, O.
Dunham, Annabelle, Univ. of Alabama, Box 1367, University, Ala.
Eubank, Wayne C., Univ. of New Mexico, Albuquerque.
Evans, William W., U. S. Naval Academy, Annapolis, Md.
Fest, Thorrel B., Univ. of Colorado, Boulder.
Freeley, Austin J., Boston University, Boston.
Gale, L. Richards, Univ. of Nevada, Reno, Nevada.
Garland, J. V., Albion College, Michigan.
Goetsch, Hal W., Blair High School, Blair, Wisconsin.
Gould, Ellen H., Alabama College for Women, Montevallo, Ala.
Grennan, R. J., Campion High School, Prairie du Chien, Wis.
Hellman. Hugo E., Marquette University, Milwaukee.
Henigan, George F., George Washington University, Washington, D. C.
Holm, James N., Kent State College, Kent, O.
Hope, B. W., Marshall College, West Virginia
Irby, James N. Jr., Spring Hill Coll., Spring Hill, Ala.
Jacob, Bruno, Ripon College, Wis. Sec. NFL.
Johnson, Lt. Col. Chester L., U. S. Military Academy, West Point
Karl, Theodore O. H., Pacific Lutheran College, Parkland, Wash.
Lahmann, Carroll P, Pasadena College, Calif.
Layton, Charles R., Dean, Muskingum College, Ohio. Associate M.
Lull, P. E., Purdue University, Indiana.
McGinnis, Ralph Y., Univ. of Montana, Missoula.
McMonagle, James A., Wayne University, Michigan.
Martin, R. C., Lake Forest College, Lake Forest, Ill.
Masten, Charles, Kansas State Teachers Coll., Emporia.
Mayer, J. Edmund. Alhambra High School, Alhambra, Calif.
Micken, Ralph A., Illinois State Normal Univ., Normal.
Miller, Edd, Univ. of Michigan, Ann Arbor.
Mills, Glen, Northwestern University, Evanston, Ill.
Moulton, Eugene C., Carroll College, Waukesha, Wis.
Nagel, William G., Washington High School, Massilon, Ohio.
Newcomer, Lloyd R., Whitman College, Walla Walla, Wash.
Nichols, Alan, Univ. of S. California, Los Angeles.
Nichols, Egbert Ray, Univ. of Redlands, Redlands, Calif.
Nichols, E. Ray, Jr., Univ. of Oregon, Eugene, Oregon.
Norton, L. E., Bradley University, Peoria, Ill.
Nystrom, C. L., Wheaton College, Wheaton, Illinois.
Ohnstad, Karston J., Ripon College, Ripon, Wisconsin.
Oliver, Guy Eugene, North Central College, Naperville, Ill.
Olson, Donald, Univ. of Nebraska, Lincoln.
Pfeister, Emil, Central Coll. of Education, Mt. Pleasant, Mich.
Potter, David, Univ. of Akron, Akron, Ohio.
Prichard, Samuel, Univ. of Maine, Orono
Redding, W. Charles. Univ. of So. California, Los Angeles, Calif.
Ross. Maude, Miami High School, Miami, Oklahoma.
Rowland, A. Westley, Alma College, Mich.
Schmidt, Ralph N., Utica College, Utica, N. Y.
Schwiebert, Ervin H., College of Idaho, Caldwell, Idaho.
Seal, Forrest L., DePauw University, Greencastle, Ind.
Shirley, Franklin R., Wake Forest College, Wake Forest, North Carolina.
Sillars, Malcolm, Iowa State College, Ames, Iowa.
Simonson, Solomon, N. Y. State Teachers' Coll., Fredonia, N. Y.
Sixby, George L., Arkansas State Teachers Coll., Conway.
Smith, Paul W., Pasadena City College, Pasadena, Calif.
Sommer, Leonard. Univ. of Notre Dame, Notre Dame, Ind.
Snarling, I. H., Eureka College, Eureka, Ill.
Talley, C. Wharton, Univ. of So. Illinois, Carbondale.
Thomas, Gordon, Michigan State College, East Lansing.
Thompson, Wayne N., Univ. of Ill., Chicago Division. Navy Pier.
Veatch, William H., Washington State College, Pullman.
Vinocur, Seymour, Univ. of Washington, Seattle.
Walsh, Grace. State Teachers College, Eau Claire. Wis.
Walter, Otis M., Jr., Univ. of Houston, Houston. Texas.
West Point Debate Council, U. S. Military Academy, West Point, N. Y.
Wetherby, T. C., Duke Univevrsity, Durham, North Carolina.
Wilcox, Hudson F., Enid High School, 600 W. Wabash, Enid, Okla.

New Members Since the Chicago Meeting

Ackley, John W., San Diego State, Calif.
Long, Emmet L., Pepperdine College, Los Angeles.
Long, Rev. Thomas S., St. Benedict's Prep.
Mahaffey, Joseph H., Auburn Tech., Ala.
Morley, Alonzo, Brigham Young Univ., Utah.
Myers, Raymond H., Univ. of Wisconsin, Milwaukee.
Ross, Raymond S., Marquette Univ.
Surles, Lynn C., Marquette Univ.

Prof. H. Barrett Davis, head of the division of Speech, Debate and Theater at Lehigh University, reports that over 1500 students, or more than one-half the student body, participates in the speech activities at the university. These activitnes include speech classes, radio workshop, debate and dramatics.

The NEFC will conduct an official New England Debate Tournament in the spring. Various speech activities, other than debate, wil be added to the tournament. The Conference will also undertake other activities to promote forensics in New England.

West Point has recently conducted a very successful speech conference.

Department of Discussion

Edited by Wayne N. Thompson, University of Illinois, Chicago Division.

THE DENVER DISCUSSION PROGRESSION

By Dr. Elwood Murray and Prof. P. Merville Larson

THE chief objectives of the revised Discussion Progresion are as follows: (1) to give the students experience and practice in the development of skill in leadership and participation in discusion, (2) at the same time to give an emphasis to training in interpersonal relations, (3) with a special concern for improving the listening effectiveness. This plan is designed to give a broad training in the basic communication abilities.

The plan is designed to help reduce the following problems in present forensic activities: (1) it puts the chief focus of activity upon collaboration and scientific evaluation instead of individual competition, (2) the plan meets the problem of providing audiences in forensic meetings by assigning students to listener and auditor functions which are evaluated, (3) the problem of providing judges is met by giving the students responsibility and training in evaluating each other in relation to the whole group process, (4) the method enables intercollegiate meetings to proceed with two-thirds less room, (5) the method permits a broader training in communication and human relations than is available in the traditional methods.

General Plan of the Progression

The plan is an outgrowth of many years of experimentation by students and forensic directors throughout the country in intercollegiate and interscholastic forensics. In some places the progression method has replaced the debate tournament; at other meetings both are used. The plan has much flexibility and may be carried through in a two or three day meeting; it may be spread out through a series of weekly or monthly meetings in a long-range study project, or it may be used as a class room project which extends over a week or two depending upon the number of "stages" which are used. The plan is also designed to be expanded so as to permit a whole speech or social science class to participate on a wider and more direct basis.

Any number of persons from a dozen to twenty may constitute a unit for operation of the revised plan. These would be divided into three groups of approximately equal size, whose activities would rotate among the three functions: (1) participating, (2) listening, (3) evaluating. The pattern of the participation in every stage except the last would be small group discussion, the group designating its own leader for each session, preferably at the next preceding session. The final stage would be in the form of public speaking (extemporaneous), each person at that time having an opportunity to present his own synthesized solution to the major problem under consideration. The over-all pattern would be that suggested in Dewey's "How We Think" sequence of problem, solution, action. In the first two stages the usual discussion pattern will be rather easily followed. In the third and fourth stages the element of debate will be more evident since the merits of specific solutions will be under consideration. This will, however, not be debate in the formal or traditional style, but more like cross-examination or argumentative dialogue with each person determining his own side by the nature of his belief.

For intercollegiate and interscholastic events limited to two or three days, the possible solutions to be considered should be drawn up in advance, while in class or seminar situations the more flexible arrangement of having the groups work out statements of any number of possible solutions is probably a more desirable procedure. This would result in a variable number of rounds, depending on the problem.

The students constituting the participating group in each round would function in the customary manner. The listening group would furnish the audience situation, an individual on occasion perhaps interrupting to ask a question or add a particularly significant comment which might materially contribute to the progress of the discussion. It should be remembered, however, that this listener participation is purely incidental and should be kept to a minimum. The evaluators

PROF. WAYNE N. THOMPSON

are the most important persons in the revised plan. Each one would be supplied with evaluation forms, and each one would be responsible for a given aspect, on which he would concentrate his attention. These are indicated clearly in the evaluation forms. Following the close of the discussion on the subject matter in each round, these evaluators would have a period of 15-20 minutes for oral comments on the activities of the participants. Then each participant would receive a written form from each evaluator. In a forensics meet it would be desirable to have a carbon copy of each of these given to a faculty evaluator, who in turn would give general evaluation of participants, listeners and evaluators. This is, however, not absolutely necessary, but it is believed to be highly desirable. For classroom and seminar activities this would be the function of the teachers. In either forensics meet or classroom situation the carbon copies of all evaluations would furnish the basis for a cumulative record of achievement and progress of each individual.

Standards of achievements are set up throughout the progression with a means of rating carried on the cumulative record card of each speaker entering a progression. Throughout the progression each student

will have the stimulation of other minds working intensely and sincerely on a problem the significance of which constantly increases to him. At each stage the speaker is required to formulate his own particular point of view, to defend it, or to change it, according to his own convictions as the truth is revealed to him. At no point will the student feel himself in competition with others; he will at all times have a constant challenge to a more intelligent and effective achievement. Standards are designated such as to discourage any form of rivalry or exhibitionism. The following is a description of each stage of the progression with the designation of standards of achievement.

First stage. Problem phase. Informal discussion on the sub-topic, "What is the problem and to what extent is it significant?" Each participant should be prepared to evaluate critically the significance of the problem. The outline of his discussion should include, (1) a statement of the facts and evidence showing the nature, scope, and extent of the problem. This should include, (a) a clearcut statement of the position taken toward the problem by the groups who have the largest "stakes" in it, and (b) an analysis of where these interest-"stakes" agree and where they disagree. The discussion should furthermore, include, (2) a projection of the problem into the future and an indication of its effect in the social order, and (3) its effect upon the speaker as a member of that social order.

During the discussion he may criticize the viewpoints of other members of the panel, defend his own viewpoint, or modify it if his convictions have changed. The entire discussion centers on efforts to clarify the problem, its nature, importance and significance. Points of disagreement, differing evaluations, and uncertainties of terminology are reconciled and clarified. Where a speaker's views coincide with a previous speaker he should not repeat what has already been said, but add fresh supporting materials to the views agreed to. After the constructive discussions, at all stages, the chairman should provide some time for questions and brief comments by the audience.

Second stage. Problem phase continued. Informal discussion on the sub-topic, "What are the most important causes of the problem?" The procedure is the same as in the first stage. The analysis begun in the first stage is continued to deeper levels. Here the participant traces the causes of the problem as he conceived them to be as the result of his reading, conferences with authorities, and his own particular meditation. He must be able to trace sequences of cause and effect and to reason by analogy and example. His discussion makes the following points: (1) the origin of the problem and the influences which have contributed to it, (2) the factors which all agree must be met in any solution of the problem, (3) the factors on which there is disagreement and which must be accommodated in any solution of the problem. He evaluates the causes as presented by the other members of his progression. He is concerned with forces and principles which operate in the social order and their relation to the problem discussed. When time requires a shortening of the progression this stage may be combined with the first stage.

Third stage. Solution phase. Informal presentation of various possible solutions. Each member will take five to seven minutes to present, but not argue the adoption of a solution to the problem. The object of the discussion is to require the student to give evidence that he is informed about the chief alternatives in solution of the problem. He (1) states what he conceives the solution to be, (2) explains them clearly and lucidly, and (3) rates them in the order of his present preference. Where a preceding speaker has clearly explained a solution which the student intends to support, he should either add fresh materials or merely mention the plan without repeating or rehashing materials already given. After these have all been presented, there may be informal discussion about possible rephrasing or otherwise modifying the solutions for detailed treatment in the next stage. While this stage is particularly valuable for classroom use, it may not be feasible for the forensic meet for obvious reasons. Instead, the third stage should be omitted and the solutions to be considered in the fourth stage formulated and stated in advance to give student participants ample opportunity to prepare for effective discussion.

Fourth stage. Solution phase continued. Informal debates on subtopic, "What is the best solution to the problem?" A chief object of the debates is to require the student to commit himself definitely on a practical question as faced by a citizen who must make similar "yes" or "no" decisions in everyday life. Alternatives representative of the chief schools of thought and interests at stake should be worked out in advance as indicated in the preceding stage. For instance, if the question pertains to improvement of state legislatures, the alternatives for debate might be, "Resolved, that educational requirements for the legislature should include the B.A. degree," and "Resolved, that the unicameral form of legislature should be adopted," and "Resolved, that the split session legislature (as in California) should be adopted," and "Resolved, that legislature representation should be on the basis of occupation (as in Italy)," and "Resolved, that the initiative and referendum should be adopted," etc. All negative counter plans to any proposition set up should be included as additional propositions at this point.

In each round of this stage the participant will defend or attack the solutions in terms of his position as determined by careful study and preparation. Since the debate is informal there is no necessity for an exactly equal number of persons on each side. Likewise the group may find it desirable to modify or amend the originally stated solution. This procedure eliminates two common objections to formal debate, the so-called ethics of debating on a side in which the debater does not believe, and the unreality which a debate proposition sometimes takes on months after its formal adoption.

Throughout these debates the speaker will connect the propositions defended or attacked from the standpoint of the causes and interests which must be accommodated if the problem is to be solved and which were arrived at in stage two. In case a speaker finds himself in partial agreement with an opponent, care should be taken at the outset to make explicit the exact points of agreement and disagreement between the two participants.

Establishment of burden of proof for a proposition advanced will, in many cases, require the outlining of a plan. As in conventional debate, all questions of constitutionality will be waived. But this should not necessarily be done in the action phase in the next stage.

Fifth stage. Action phase. Formal public (extemporaneous) speaking

on sub-topic, "What as citizens, will be our program to put into effect the necessary remedies?" This is probably the most important stage of the progression and the aspect of learning which in other educational procedures is most frequently neglected. It provides a necessary and valuable follow-up into the life of the student as a citizen.

Each participant will present his ideas on the best solution in a 6-8 minute talk. Each participant will include the following in his outline: (1) a summary of the effect upon the speaker's thinking of experience in preparing and presenting the projects in this progression, (2) an explicit statement summarizing what measure or measures the speaker regards should be put into effect to solve the problem according to his present thinking; (3) a statement of what the speaker considers to be the chief obstacles in the acceptance of the program outlined, (4) an outline of proposed procedures to overcome these obstacles, (5) a statement of what special means, if any, the speaker proposes to undertake to make himself competent to do his part as a citizen in solution of this particular problem.

In this revision it is hoped by the originator and his collaborators that some improvements and refinements have been achieved which will make the progression a more valuable tool, not only in forensic activities, but in education generally. Extensive participation in such an activity should prepare the student more fully to be an effective citizen in a democratic society.

Advanced students, teachers and professors who desire to make a profound study of the discussion progression will find its sources in many points in the past centuries, but the contribution of modern scientific philosophies and methods are especially important. Important, organization especially are the organisms and integration psychologies, sociologies and philosophies as propounded by John Dewey, W. H. Kilpatrick, and Fritz Kunkel. The methods from general semantics of Alfred Korzbski, from sociometry, sociodrama and group dynamics of J. L. Moreno and Kurt Lewin are valuable in understanding and making the most of the progression plan.

Department of College Oratory

THE CARPENTER'S DREAM

By David Levering
University of Redlands

SINCE wars are begun in the minds of men, it is in the minds of men that the defenses of peace must be constructed.

To me the most interesting chapter in the book of recent history has not been the consideration of the series of disastrous wars that have shaken the foundations of our world, but the study of the tremendous efforts of men and nations to formulate organizations for peace. In Germany the Weimar Republic was set up, an outstanding experiment in the building of world community. But it failed to keep peace, to make a friend out of an enemy.

In more recent times the United Nations and the Marshall Plan, with their intricate economic as well as political emphases, have been conceived for the same purpose but they too, have proved relatively unsuccessful, for the nations have retreated to the old forms of pact and alliance, hoping against hope, that force will insure peace, and yet with the suspicion that it will only lead to further struggle. What has been the reason behind the continual failure of these noble efforts? What is the cause for their repeated lack of success. All along we have thought the reason to be structural in nature; all along we have thought that success and peace would result if we but found the right organizational form. But this idea is in reality only part of the answer, the rest of the difficulty is due to the fact that we have continually overlooked a fundamental truth in our organizational planning, a truth that is so clearly expressed in the preamble to the charter of UNESCO. It says: "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."

So for a moment, I wish you would turn with me from the frantic search of modern man for a look through the window of history, a look at a man and his dream, at a man who discovered a method to sow the seeds of peace in the minds of men.

The day had faded into evening; work had been finished; the tools had been rearranged on the bench in preparation for the morrow, and the young carpenter stopped for a moment in the door of his shop to stare at the twilight sky. As he stood there, gazing into the shadows, he began to think and to dream. Old dreams seemed to continually play upon his mind, dreams that came to rest around the building of a great ship. Not an ordinary ship this, whose construction would depend merely upon the ample tools that he used every day; this was to be a human vessel that would brave the turbulent seas of hate and strife, and guide mankind into the harbor of peace; a ship that would be strong enough to move across the reefs of nation and of race and make possible the unity of a foolish, struggling world. But how was this ship different from the Utopias conceived by other men in other times? In this way. The keel of the ship was laid on a truth which the young carpenter believed to be eternal. It was simply that all men are children of one God and are therefore in reality brothers, and ought to love one another. Second, the crew of that ship was to be made up, not of governments, but of men; not of nations, but of individuals. This ship was to be a vibrant example of human brotherhood, and was to strew the seeds of peace in the ocean of men's minds. It was the ship that was to be known in subsequent ages as the Christian Church.

Nineteen hundred years have slipped by on the waters of time since the ship was first launched, and yet the world is still tossed on the waves of hate and strife, far from the harbor of peace. True the voyage has covered the entire surface of the earth; true the membership of the crew is over one-fourth of the population of the world; true great leaders have been produced in every age, and yet when compared with the carpenter's dream, the progress has been slow indeed . . . Why? The reason has been apparent since the beginning of the voyage; indeed, it had its inception in the lives of two

of the early church leaders, Peter and Paul.

You will remember that they had an argument concerning church membership. Peter argued that a man had to become a Jew before he could begin the voyage of life, while Paul contended that this was not necessary as long as the individual held a particular view concerning the person of Jesus. Thus the voyage at its very beginning was doomed, for these two men had shifted the emphasis upon which the keel had been laid from the belief in the unity and brotherhood of man to the support of a particular doctrine.

No two people are alike. Each has his own background of experiences. Thus each demands his own doctrinal or theological framework for the expression of his own personality. When the church began to define lines of thought for its members, the only thing that could happen—did happen—the church divided. The schism of 1054 split again the East and the West; the reformation period resulted in the rise of protestantism, whose subsequent history has been that of further disunity. The ship that was to lead man to unity and peace has produced only friction and division.

So the world, caught in the stormy seas of strife and hate grasps at the ineffective rafts of political organization and alliance. The great ship, fettered with the anchors of petty disunity, is sinking with the world to a watery grave, lost in the storm, its destination forgotten.

Where, then, is the answer to be found? If it is not found in the realms of political organization or of theological dogma, then only in one place, in the carpenter's dream. In the love that one has for his fellowmen—this is the only relationship that results in the sowing of the seeds of peace, in the minds of men. The responsibility for the development of such a relationship rests not with the leaders in government. No, it rests with people like you and me. We are the ones who must remember the carpenter and his dream. We are the ones who must make the basic truth of brotherhood live, and thus build on the wreckage of the old ship, a new vessel that will carry a weary world into the harbor of peace.

The young carpenter is standing in the door of his shop staring into the twilight sky. If you look at him very closely there in the shadow, you can see that his lips are moving, and if you listen very carefully you can hear the words that escape them: Remember Me!

Note

The above oration, recently won the Westcoast Tournament held at Stanford University. Mr. Levering is a senior at the University of Redlands, and is president of the student body. Last spring with his oration, "The Time Has Come," Mr. Levering landed at the top of the superior group of orators in the Pi Kappa Delta National Oratorical Contest. See the Summer 1949 issue of Speech Activities, page 78.

International Debating

THE SCOTS ARE COMING!

A two man team from Scotland is the international debate offering for the spring of 1950, and any college interested in scheduling a meet with them should address the Institute of International Education, 2 West 45th St., New York 19, N. Y., immediately.

The Institute has sent out the following information about the Scottish team and the subjects which they will discuss on their tour of American colleges this spring:

INSTITUTE OF INTERNATIONAL EDUCATION

2 West 45th Street, New York, N.Y.

Scottish Debating Team

February 21-April 8, 1950

BIOGRAPHIICAL SKETCHES

David D. T. Reed, University of Glasgow

Aged 24, unmarried. Educated at Paisley Grammar School of Oriental Studies, London, and University of Glasgow. Lieutenant, IIntelligence Corps during the War. Served in Persia, Iraq, and Egypt. Demobilized 1946. Graduated M.A. (Glasgow) 1948. At present studying Classics and Law to become an Advocate. Member, Labour Party. Ex-President, Glasgow University Scottish Nationalist Association. Elected Convener of Debates Glasgow University Union 1949-50. Would like to write: tries to in English and Lallans.

Malcolm David Webster-Low, University of Edinburgh

Aged 29, unmarried. Six years of war service, 1939-45, in the Black Watch (Royal Highland Regiment), reaching the rank of Captain. Educated at Loretto and Edinburgh University, where he was graduated M.B., Ch.B. (Bachelor of Medicine and Bachelor of Surgery) in July 1949. President 1948-49 of the Royal Medical Society. At present he has his first six months assignment (internship) at St. Luke's Hospital, Bradford, Yorks.

JAPANESE DEBATERS

The two letters following from Japan add news of interest to the correspondence about Debate In Japan carried in our Winter issue:

ASAHII SHIMBUN
Yurako-cho, Chiyoda-ku,
Tokyo, Japan
November 25, 1949.

Nichols Publishing House,
814 Campus Ave.,
Redlands, California,
U. S. A.

Dear Sir:

Your four copies of **Speech Activities** reached to me this afternoon. Thank you very much for the precious material which is going to be of special value to me for the study of an international rules of debating.

We, the Asahi-Shimbun Press, imported American-styled debating to this country four years ago with the firm belief that this would be the most direct way to lead the distressed youngsters to the understanding of the principle of freedom in speech. You probably don't quite understand what I mean by

Subjects for Debate

1. That Liberty is threatened by the Welfare State. Affirmative, Low; negative, Reid.

2. That the choice today is between Religion and Communism. Affirmative, Low; negative, Reid.

3. That this House looks with favor on the revival of Nationalism in Europe and Asia. Affirmative, Reid and Low.

4. That the increasing domination of Man by Woman is deplorable. Affirmative, Reid; negative, Low.

5. That technical education is out of place in the University. Affirmative, Reid; negative, Low.

66. That his House deplores the use of propaganda, political or commercial. Affirmative, Low and Reid.

this, unless you are acquainted with the plain fact that students here had long been prohibited virtually to discuss politics and economics in public.

The public at large, including the students, however, were sceptical of the significance of the project when we first announced it in our daily. To the worst, objection was directed against us even from some of the officials of our company at that time. But today, to our decisive victory, The Asahi Debating of All-Japan College Students is observing its 4th annual contest with increasing number of people following us. At present beside our college-student contest, there are three other major national organizations accounted for as carrying similar contests following Asahi Rules. They are the workers unions of the Government Railway, Ministry of Agriculture and Forestry, and National Penitentiaries. In addition to them, individual societies and groups of youth in high schools and factories carrying the contest, are numerous in the Tokyo area and Osaka and Kyoto area.

As the originator of this enterprise in our company, now I am working on the task of revising the present rules so that we can meet international contest possible in the not too long future. The first book which strongly appealed to me was that of Mr. Musgrave's, and I lost no time to write to him, as you probably know. I studied at the University of Southern California from 1936 to 1941, and got my A.M. degree, but I did not have the chance to study on your debating, to my great regret. I am asking favor to every possible authority to help me in the making of good and workable debating rules on international basis.

Your kind guidance and suggestions in any form will be highly appreciated. Please help me further to bring this responsible task to a successful end.

Very truly yours,
THE ASAHI-SHIMBUN PRESS.
Toshio Kanchi
Civic Program Department.

ASAHI SHIMBUUN
Tokyo
Yuraku-cho, Chiyoda-ku,
Tokyo, Japan
November 28, 1949.

Nichols Publishing House,
Redlands, California,
U. S. A.

Dear Mr. Nichols:

Your encouraging letter of October 31 reached here on the morning of the final championship match of our All-Japan College Student Debate, the 26th of November. The thrilling news of your kind and cooperative arrangements, including your readiness to meet us in debate at any time, was announced at the closing ceremony of the 26th, winning thunder-like applause of big enthusiastic audience of students.

Personally, your decision of publishing my letter in the winter issue of **Speech Activities** was a shock to me. As a newspaperman, sure I have something like a self-confidence in the Japanese writing, but not in English. One thing I am sure about the letter is that it must be ful of mistakes and poor writing. Unless completely rewritten, I am afraid that it might give a pretty bad look to your magazine.

However, the fact that our situation here was given, through your kindness, an opportunity to be recognized in America is none-the-less important. As a matter of fact, our formal announcement of your letter was resulted immediately in the development of two interesting new facts. One is that the director of our company confirmed a strong support to this program, though he was so far hesitant over the fact that this program alone had already spent about 6,000,000 Yen in the past four years. Another development is that the one of the contestants made the proposition and unanimously agreed upon organizing 120 universities and colleges, which participated in the 4th annual "Asahi Debate" under the name of Zen Nippon Gakusai Toron Remmei (All Japan Students' Debating League) this afternoon, 28th of November, 1949.

The formal approval of the establishment is to be obtained when the delegates get back to their individual schools. but the head-office has tempoprarily decided to be opened at the Asahi-Shimbun Press building, Tokyo. As soon as it is officially established, I will write to you.

If I am not asking too much to you, I would like to have contributions from America of books and magazines on debates so that I can meet with the demands for further informations from both the judges and students. Under the circumstances. the two groups are fully dependent on me with regard to the information of American Debates; and I have virtually been put in a position to concentrate myself on the study of this subject, whether I like it or not. You can imagine now how desperately I am regretting that I did not study on this question while I could have done so in America.

If the chance is given in future, I will be glad to be a foreign student again just to accomplish my study on this particular subject—and for one semester or two. Or else, I would like to send young students to America so that we may have trained coaches for the forthcoming League of Students and also well-educated critics for the debating of this country. We also have to publish a number of books for the younger students in high schools and non-student youth of farmers and workers class.

Thanking you again for the nice letter,

Very truly yours,
THE ASAHI-SHIMBUN PRESS.
Toshio Kanchi
Civic Program Department.

Institute of International
Education,
2 West 45th St.
New York, 19, N.Y.
January 27, 1950.

Mr. George M. Musgrave,
3805 Berkley Drive,
Toledo 12, Ohio.

Dear Mr. Musgrave:

I am distressed to find that no acknowledgment was sent to your letter of October 24th concerning the possibility of arranging international debates in Japan or the United States, as suggested by Mr. Toshio Kanchi. However, consideration of the proposal was not overlooked. Your letter was included in my long m e m o r a n d u m which formed the basis of my recent discussion with our officers concerning our future lecturing and debating program.

Early in 1948, on behalf of four American universities, we inquired of the Supreme Commander for the Allied Powers whether or not it would be possible for an American debating team to visit Japan. The reply stated that while the Commander was deeply interested in cultural interchange between Japan and the democracies, the Occupation facilities were so overburdened that the project proposed could not be favorably considered. When conditions permitted, the reply stated, the

entry to Japan of students would be announced.

As you perhaps know, the Far Eastern Commission has not yet opened Japan to American educational personnel, although a few persons have gone on special missions. You may have seen in the newspaper this fall, reference to the Report of the Educational Exchange Survey in Japan, the Survey having been made in September, 1949. The Report recommended the exchange of students, professors and teachers. We are keeping in touch with this situation and shall know as soon as plans are announced for Americans to visit Japan.

We are sorry that our previous commitments to sponsor other foreign debating teams in the next two or three years will probably not permit our sponsoring one from Japan. However, if this situation should change by the inability of one of the teams to come, we should be glad to communicate with you and Mr. Kanchi.

With appreciation of your interest, and again regretting the delay in answering your letter,

Sincerely yours,
Mildred E. Adams,
Head Professors and
Lecturers Division.

cc: Mr. Toshio Kanchi

———o———

Prof. Henry L. Ewbank, Jr., has been appointed this year to the speech staff of the University of Hawaii, where he will assist Orland Lefforge in the direction of the university forensic program. Clifton Cornwell, formerly Director of Forensics at Hawaii, has returned to the staff of the University of Missouri.

Lester L. McCreary has joined the staff at California Institute of Technology as director of speech activities, taking the place of John Schutz. Mr. McCleary received his M.A. in Speech at the University of Washington in 1940. After teaching at Cheney, Washington, in the College of Education for three years, he entered the University of Southern California to work on his doctorate. Prof. McCleary wil conduct the California Conference tournament at Pasadena, Feb. 24-25.

Mr. James Wells is the new director of Debate at Chico State College. Herbert Rahe has been succeeded as head of the Speech department there by Prof. Allen E. Forbes.

Radio and Television Section

The Speech Teacher Looks at Television

E. Ray Nichols, Jr.

You will recognize this story. It is a familiar one in certain metropolitan areas. The Marvin Goodhues were invited to the Pervis Skipworth's to see their new television receiver. They were greeted at the door by Mrs. Skipworth who said, "Sh, sh!" Motioning her guests to assume her crouched position, she led them to chairs on the opposite side of the room. The Goodhues relaxed with a feeling of having accomplished a mission.

In the dim light of the room they could see the faces of viewers all turned toward the magic tube—and there on the shimmering screen was Gorgeous George! Now, to the uninitiated, it should be explained that G.G. is one of the solid senders of the grunt and groan tradition. He will float over the mat with terrific aplomb. His flying tackles are visions of delight.

At the end of the wrestling bouts, the station went through its rigmarole of identification. A newscaster came on and read a manuscript which covered the important occurrences of the day. He read well despite the bobbing of his polkadot bow tie, but watching him do it seemed a little silly to Mr. Goodhue.

A variety program assembled itself on the screen. Mr. Goodhue narrowed his eyes. For a moment he was transported back to his halycon days as a front row customer of the vaudeville circuit. The jugglers, the dancers, the acrobats were reminiscent of what he thought was a long forgotten era. Before the program was half over, Mr. Goodhue felt a twinge of neuralgia in his left leg and signalled Mrs. Goodhue that it was time to go home. The exit was a duplication of the entrance.

On the sidewalk outside, Mrs. Goodhue said, "Did you see Mr. Skipworth?"

"Wasn't he the one who took the count in the second bout?" inquired Goodhue.

Regardless of one's personal reaction to the accomplishments of video up to the present time, it must be recognized that here is a medium of communication which possesses the ultimate power, not only to pipe into the home the visual elements of football games and plays formerly lost in radio broadcasting, but to revolutionize the professional careers of thousands of entertainers and communicators.

As for the effect on home life, anyone who has observed children in the same house with a television set can testify to the absorption of children in the programs televised for them. Decreasing gate receipts for some sporting events may point to the influence of television. This new medium of entertainment and information may not be the device which will unify the family and return it to the home, but it is destined to play a significant part in the family life of the future.

The concern of this article is with two things: first, the effect which the nature of the audience will have upon program development, and second, the transformation in techniques of artistic exhibition which will be required of performers in the new medium.

As to the nature of the audience, it must be emphasized that it is transitory, occupied in personal and household pursuits, and that it is definitely ambulatory. Radio was not confronted with the same problem here that faces television. A woman with her hands in suds at the sink might readily allow her soul to soak in the tribulations of "Mary, his Second Wife," or some other soapy rendition, but she cannot very well give her eyes to the unwashed coffee cups at the same time.

Out of this obvious fact arises a principle important to both radio and television. Regardless of their similarities or dissimilarities as technological phenomena, they must be considered, psychologically, as two separate vehicles. This factor, in itself, is basic in establishing a point of view toward video programming.

Programming either for radio or video, is dependent upon the thresholds of sensory perception to which appeal is made. Radio is good as far as the ear can stretch—basement, kitchen, bedroom, attic—all are within range, as long as the listener's duties require no particular mental concentration.

Television is more demanding. The audience must open a second door of perception. To do this means

sitting down in the living room and performing no exercise more demanding visually than knitting.

In the early stages of audience adjustment to television, it may be expected that some housewives will sacrifice some duties for video, that evenings will be devoted to concentration on the telecasts, just as the average person is attracted at first to any new instrument or toy.

Television cannot achieve maturity unless it answers satisfactorily the question: how will it command the eye of the audience over the long "pull" required to establish itself as an effective means of communication?

With certain programs, video faces no problem, for, like radio, it has a demand audience. The wrestling matches, the bowl games, etc., are evidence of this. But outside of this "guaranteed" audience television faces its real challenge. A stumbling block is found in the attempt to follow the precedents of radio. As already indicated, the two mediums require different stimuli to attract the audience. Television should not be considered as just a further development of radio. Such a concept is not only psychologically unsound, but it limits the horizon of future development in programming.

It might even be well to point out here, that simply because television presents a visual program, does not necessarily make it a better medium than radio for all types of programs. Seeing a symphony orchestra on television adds little to hearing the performance on radio. Seeing a news commentator, who performs on television as he would for the microphone, adds little to hearing him. Three things achieve considerable importance on the basis of this analysis. First, choice of the proper time of day to make a specific eye appeal. Second, the degree of importance of the visual quality in any given performance. Third, the adroitness with which the television performer divests himself of the microphone concept and awakens to the necessity of fulfilling the visual requirement.

The most important of these factors is the last. The family's routine can be adapted to include leisure for its favorite television programs. Those which lack effective visual quality fall outside of the scope of television and either will not be taken up or will be discarded quickly. But those which inherently possess visual quality and fail to appeal can be developed.

An example of this may be noted in the subservience to radio precedent in the field of news telecasting. If the commentator merely reads his script before the camera, he has failed to recognize the foremost demand of television, that he must command the eye as well as the ear.

Such a performer has carried over the limitations of radio broadcasting into his new medium. The basic factors in the news presentation situation ought to be given careful analysis in order to provide a point of departure for the new medium.

The fundamental element, of course, is the source of the news. It is found in the final result of the collective effort of a widespread industry, materializing on the newsroom teletype. At this point, two things can be done with the news. It can be transcribed and sold on the streets or it can be read over the ether waves. Either method is effective, but neither is, basically, anything but a method of distribution.

Television can either adapt this source of news to its own peculiar means of distribution or else it can develop a new source. A different news source exists already in the technique of the "on the spot" camera. This is a method comparable to the news reel of the film industry. It has the tremendous advantage, however, of news value which a later presentation would destroy.

There are limitations in this presentation of "news in the raw." First, the event must either be anticipated or of sufficient duration to allow the cameras to get to the scene. This, in itself, rules out a considerable portion of news—including all of that which emanates from official sources, but appears unaccompanied by an "event."

Television will expand, undoubtedly, its own competing news source, so that, along with the wire services, it will cover events, press conferences, etc., of major interest. The presentation of "'news in the raw" does not fulfill completely the public demand for news. The commentator, both in the press and on the air, has created a demand for something beyond the news—the interpretation or explanation of its meaning and significance.

In this field a performance challenge exists. Because of the availability of a new and permanent news recording device, and the means of presenting visually its gleanings, the television commentator has a great advantage over his press and microphone colleagues. He may use this visual source material to document his interpretation. The importance of this procedure can hardly be overemphasized.

The use of this technique may help to pave the way toward a more accurate evaluation of news. This is not to say that it will enforce a set of standards in the face of prejudice or self-exploitation on the part of the commentator. It does provide, however, a method by which the objective news analyst, through the use of tangible evidence, may expose loose statements, unconfirmed reports, and half truths that linger in the listener's consciousness simply because they have been given tongue.

In reality, the use of this technique is merely the adaptation to the new medium of methods already in use in certain areas. It resembles the method of historical research; it is akin to the method of the debater in marshalling his evidence as a basis for inference.

An example drawn from recent news copy may help to illustrate the point. Brink's, the armed transportation company suffered the loss of a large sum of money from a Boston warehouse. It was reported later that a man had tested the locks of the building and had been able to open six or seven without a key and had thus gained access to the sanctum where money was counted. This report may have been true; it may have been spurious. The incident may have had mitigating circumstances. But, true or false, the statement has a bearing on public confidence in this organization. The television commentator, through his technical resources, has the ability to present direct evidence. He can show an excerpt from a film which either confirms or denies the allegation.

The same process is available where ambiguous statements are made by authorities, but cannot be interpreted without direct evidence as to the facial expression, the mood, and the vocal inflection which accompanied the statement.

Many radio commentators have

Turn to Page 29

Special Feature Division

Presenting the University of Redlands Debate Story and Speech Department

DEBATING AT THE UNIVERSITY OF REDLANDS

Debating began at the University of Redlands at the beginning of the college. The college was not three years old when it began debating and knocking on the door of the Southern California Oratorical Association for admission.

Not many debates had been held in the first four years, but when Dr. E. R. Nichols arrived on the campus at Redlands, there was a debate manager and there were debaters. Dr. Nichols was at the moment in the early stages of organizing Pi Kappa Delta. At the end of his first year at Redlands he organized the California Alpha chapter and it became the number seven chapter of Pi Kappa Delta.

It was the desire of the teacher and the debaters to become a part of this national debating honor society, that urged them into the field of interstate debate. In order to get to the first National Convention at Topeka, Kansas, with Washburn College, which Dr. Nichols called on faith, contracts to debate the University of New Mexico at Albuquerque and Southwestern College at Winfield, Kansas, were signed on faith. In these days (1916) interstate debating was not a commonplace thing. The debate trip was an adventure.

Once the die was cast, Dr. Nichols and the two debaters who won the right to the trip in contest try-outs began to seek the funds—the wherewithal to make the great trip. These two students were Fred Dow Fagg, Jr., now President of the University of Southern California, and Prof. Arthur D. Jacobsen, for over twenty years on the staff of his Alma Mater in Economics.

The first resort beyond the seventy-five dollars in guarantees from New Mexico and Southwestern, was to a dramatic production. Anyone knowing Redlands, would have known that such a method was a forlorn hope—but Professor Nichols and his debaters were new in Redlands and had faith in people. With everything against them and very little for them, they came out of the play ordeal with about $75

The University Chapel from Administration Hill

Academic Procession to Chapel from Hall of Letters and Administration Building.

Memorial Chapel, University of Redlands

gained. This was really terrific, but they didn't know it. They merely knew they faced a $300 expense, with only half enough to do it with. Gloom settled down upon the debate department — there wasn't any Speech Department.

Enter the angel! His name was "Billy" Guerth—Wm. C. Guerth according to the sign over his jewelry store. The morning after the play he called Dr. Nichols on the telephone to ask how the show he had attended the night before came out financially! He knew from the size of the crowd! He merely was making the diplomatic advance. When he heard, he let out the proper "cuss words" according to his fervent nature. He told the "perfesser' 'to get the boys ready; that they were going; he would see to the finances. He did, and HOW! He went round to the merchants in the main blocks of town and after a morning's work he had about forty dollars in one dollar pledges (he wouldn't allow any more than one dollar to be given by anyone). That evening in the Redlands Daily Facts, he printed the names of the donors and what it was all about. He remained in his jewelry store and took in the rest of the money over his counter in the next two days! The town knew that if "Billy Guerth" was out to put anything over, it was a good idea to fall in line. Anyway, Redlands had a lot of pride in its university, and was only waiting for an invitation.

That was how it began. There isn't space to tell of the local debate and the many trips into the Middle West that built the debate reputation for Redlands. Suffice it to say that from that day to this, under the direction of Dr. Nichols, helped by Professors Collins, Merrill, Jacobsen, Baccus, Mrs. Van Camp, dormitory house-mother—Redlands debating and speech activities has held steadily to its course. That Redlands' reputation is built on its forensic victories is true—there have been many of them—three National debate championships in Pi Kappa Delta, three National Extempe championships and some seconds, a National Oratorical, and several seconds and thirds—in fact, Redlands has maintained its place among the top ten colleges, in Pi Kappa Delta. Locally it has as its nearest rivals the University of Southern California and Pepperdine College. Once it was, in turn, U.C.L.A., Occidental, Pomona, Whittier, LaVerne, Pasadena, College of Pacific—always these colleges have furnished each other sturdy opposition.

There was a time when Redlands alone upheld the eastern trip tradition, but soon, they all joined the procession.

Next to the excellent work of the debaters and contest speakers and coaches, who really worked and who really won their way, Redlands owes much to the friendly publicity extended to it by the **Los Angeles Times.** It never made a trip or won a victory that this paper was not ready to print the story. The reputation of Redlands spread locally because of the **Times.** It spread nationally because of the "eastern trips" and the publicity that naturally came.

Redlands has been called the "debatingest" school in the country, and has tried faithfully to live up to what its rivals and associates have expected of it. For thirty-seven years Dr. Nichols has led his squad to

competition. The students have made the record, and one of them recently has written the story of Redlands forensics as his Master's Thesis, Malcolm Sillars, now teaching at Iowa State. The Library holds this account for all to read. We cannot do more than hint of the contents of that thesis here.

In 1928 Dr. Nichols gave up the headship of the English Department to head the new one called Speech. He has given to Speech and its development at Redlands what he has given to debate. And just now is trying to get a new organization on the Redlands campus underway, which may become significant nationally when it spreads to other colleges. It is a sort of Intercollegiate Rotary Club.

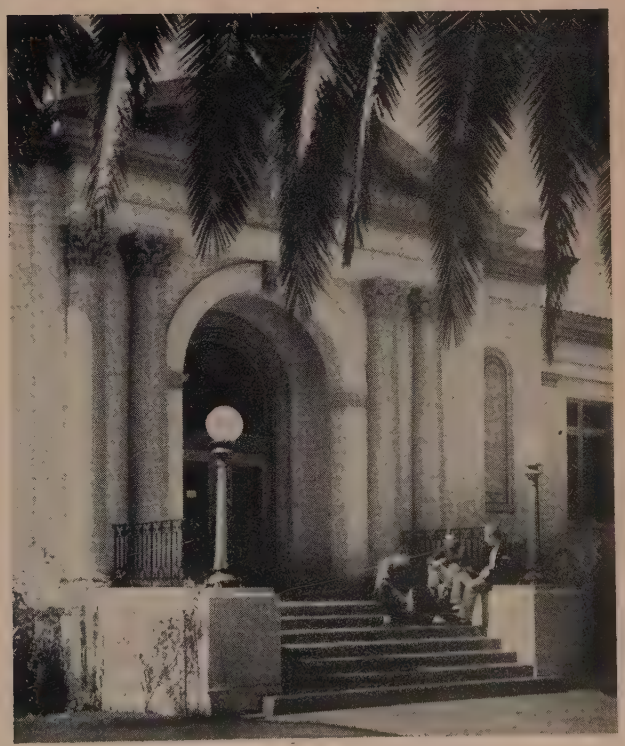
Of recent years the Redlands Speech Department has been forced by student demand to enter the graduate field. The Master's degree is offered. Despite the protests of the department that Redlands is an undergraduate college, the graduates come, the professors shrug their shoulders and buckle down to the job of maintaining Redlands' reputation in a new field.

The present staff of Speech at Redlands consists of four teachers and a graduate assistant, Dr. E. R. Nichols, Head; Dr. J. H. Baccus, Public Speaking; Prof. William R. Parker, Spech Correction; and, Professor Max Popovich, drama. Allan Fitzpatrick is the graduate assistant, a position held last year by Malcolm Sillars, who is now at Iowa State College, Ames.

Although undergraduate work is the chief goal at Redlands, several

Memorial Chapel Window and Choir

The Library



A Visit on the Library Steps

Currier Physical Education Plant: Regulation Gym, Swimming Pool, Handball—Tennis Courts in Foreground

Master's degrees in speech have been given. Last year, Redlands placed four Speech Master's in colleges and one in high school. Prof. Samuel Pritchard at University of Maine; Prof. Charles Masten at Kansas State, Emporia; Prof. Dale Purcell at Ottawa University, Kansas; these in addition to Professor Sillars at Iowa State. Could not fill one college position for lack of prepared graduate. Prof. William Fahrner of San Bernardino High School took the drama department there in preference to college teacing.

Although the needs of the Speech Department at Redlands are very great, progress is being made. Professor Parker is developing a clinic. Professor Popovich is placing drama back on its feet with higher standards than before. Dr. Nichols is still placing debaters in the competitive field, and coaches in forensics in other colleges.

Notable among those of the latter class are Dr. Roy C. McCall, head of Speech at University of Oregon; Carl Weston McIntosh, President of Idaho College at Pocatello; Dr. Fred D. Fagg., Jr., President of the Univ. of Southern California. We might also mention Gordon Dean of the Atomic Energy Commission, Redlands debater, who began his career as a college teacher and graduated into law and a government career.

Main Entrance to Currier Gymnasium, Another Visiting Place

Administration Building Viewed from Senior Bench

The Zanja (Pronounced "Sankey") The Scene of Adam and Eve Type of Debates

A Group of Residence Halls

SPEECH PROF. ON TELEVISION
Continued from Page 22

made use of this method within the limits of their medium. But the television commentator may go far beyond his radio colleagues. He has the opportunity to use the visual techniques of the newspaper and the news magazine. All of the journalistic methods are now within his grasp, plus the complete revelation of himself as a person. He is no longer merely a well recognized voice or a news service by-line.

If the commentator belongs on television, rather than on the radio or in the newspaper, he must learn to use all of his tools. At first thought, a parallel may seem to exist in the newsreel. But that presentation has never been more than a description of events as they flicker by on the film with a voice dubbed in on the side. There was no place in this technique for interpretation of the event. The suggestion may arise that this is inherent in the use of such a medium. The visual attraction of the event, the concentration of the mind required to absorb it, limits the power to consider, simultaneously, its meaning. Tnis appears to be true if we continue with the parallel of the newsreel. If we separate ourselves from this concept and make the commentator the central figure of the scene, we shall find that if he knows how to use the tools at hand, he can direct the attention of his audience as he desires.

This is the point at which the speech teacher and the speech activities director come into the picture. For it is in the realm of the public speaker that these tools are found. They are the people, educationally speaking, who can direct the transformation required of the performer. The obvious factor is that the performer on radio was a reader. On television he is, or ought to be, a speaker.

The vocal automaton who can read a script well is not adequate for the new medium. When the commentator actually comes to grips with the television situation, he will realize that all the techniques of the public speaker will have to be acquired by him. If he is to make the best use of materials, both visual and auditory, he must develop a basic understanding of the relation of supporting materials to thought structure, of evidence to the proposition, of visual aids to emphasis and clarity, and so on.

It requires little further suggestion, to indicate that the activities of the speech teacher are closely related to the requirements of the television commentator. It may be that, reciprocally, television will be a stimulus in speech instruction.

EDITORIAL and COMMENT

INTERNATIONAL DEBATING

The old question of the merits of English and American debating is up again following the publication of the English debaters' opinion of us last year after their visit to America largely at American expense. The article in which they tell us just what is wrong with us and how to remedy it was printed in the **Quarterly Journal of Speech** last fall. The Quarterly Journal included some American replies. In the February 1950 or the current issue the Journal has continued these replies. The replies range all the way from college presidents down to the humble American debaters who met the English team while on its visit.

What we Americans, who have heard an international debate with one of the English teams have always known is now being reiterated. Here and there, there are some hot shots—especially from the American debaters—which seem to convey the idea that not all the wit and superiority are on the English side of the big water.

The gist of the situation seems to be that the British are superior in wit and humor, and in audience appeal. The Americans are superior in evidence, statistics, facts, and regard for the truth in settling the issues. The British have a different goal. It influences their idea of debating. With the British the expression of opinion, and winning audience support to them, is paramount. With Americans, who do not aspire to parliament, making out the best case from the point of view of evidence, reasoning, and truth is paramount. With the British it is all right to slip in a little fiction if it wins the hearer. With the American it is better to go down to defeat than to disregard the facts.

As a matter of fact, the two styles of debate differ because the two types of speakers are educated to different aims. With the British debating is parliamentary preparation; with Americans it is professional and business training. With the British debate is a matter of personal opinion and oratorical persuasion. With the American debate is a matter of demonstrating that the weight of evidence lies on the side on which he stands. With the British it is sufficient to win the admiration of the audience by pleasing them. With the American it is not sufficient merely to please an audience, they must be convinced, they must be made to see the truth. The American looks upon the British method as plain, unworthy sophistry for political ends. The British look upon American methods of demonstrating truth as uninspired, dull, uninviting, and boring.

The facts of the case are perhaps that both are right—for themselves and their own country. Both are wrong when transplanted to the other side of the water. Each could profit by learning something from the other, but each is too stubborn and egotistic—so sure he is right—that neither learns from the other. Why do I say this? For the last quarter of a century we have had international debating and today we are saying the same things about the English and they are saying the same things about us that were said in the beginning. Neither has given an inch!

The English debaters in my opinion made two false charges, based upon opinion rather than fact, that the chief reasons for American troubles with debating were the coaches and the tournament system. Since they said the same things before the tournament came into use, obviously this charge must be wrong. Even a stubborn Englishman has logic enough to see this truth. What is wrong with American debating is older and more fundamental than the tournament. Now, would getting rid of the coach, change American debating? Yes, it probably would. In what way? It would undobutedly kill it. Had it not been for the interest and devotion of American teachers who have coached debate in

spite of all obstacles—American debate would have been dead long ago. Anyone familiar with the facts will admit this statement without requiring the evidence, because he knows from personal experience it is true. What happens—the American debaters in their replies to the British rally to the defense of their coaches.

Perhaps it is better to say—that they stand by the coaching system. This is inevitable. The student knows who gave him his inspiration—who labored to develop his abilities—who gave his time and personal interest to equip him. His gratitude will not let him turn on his coach. He will admit that there has been mistaken coaching; he will admit we have much to learn as American coaches and debaters. He will not admit that much can be learned from a type of debating he regards as inferior except in audience appeal. The American debater realizes that a sophist may have audience appeal—and he does not admire a sophist—he would rather go down than sacrifice truth to popularity. If American students cleave to such an ideal, we the coaches, cannot help but feel proud of them. We know, and they know, that there are other ways to gain audience appeal than through academic debate. We know, and they know, that an opinion founded on inadequate knowledge, personal opinion or prejudice, is next door to useless in the long run. They are sorry for the British because they realize that the British debaters will have to learn the truth of this attitude in the University of Hard Knocks. As to this matter of humor and heaviness—the American prefers natural wit to "canned jokes." In fact, the latter is really foolish compared to "canned rebuttal" or shall we say "tinned refutation," which does have a reason.

When an American debater can say "My complaint is simply that British debating purchases its entertainment and fun value at the price of mental prostitution," one realizes that there is something in the British criticism that stings and must be quite true and that the American is retaliating in his own straightforward fashion. The American is willing to pay for fellowship and cordial international relations, but he doesn't buy any patronizing in the bargain. Even as great a man as Charles Dickens had to find this out about Americans from experience. If there is anyone more stubborn than an Englishman, it is an Irishman, and if there is anyone more stubborn than both of them put together, it is an American!

—E.R.N.

OUR GUEST EDITORIAL*

Have you noticed the pictures of beauty queens from different schools in late editions of your paper? Perhaps you haven't but I'll bet you didn't miss the picture of the select ten on your basketball team that went to the semi-finals. Do you remember the half page spread about your valiant football team that won fifty per cent of their games?

No doubt you do and are wondering why all these questions. Well, here is another series. Did your paper carry a streamer about the valedictorian of the Podunk high senior class?

Was it the same size as the headline "Bulldogs Defeat Greyhounds?" Did the paper publish the picture of the student who went to the scholastic meet to represent the history class? Yes! You'll find it on page three.

This is a typical picture of an American newspaper. Is this giving just and due publicity to the youth of America? Is it placing the emphasis where it belongs?

These same youth will be the same men and women to take the reins of industry tomorrow. When they apply for a job old J. D. McKee will want to know what they made in "math" back in school.

He will want to know how much bookkeeping they have had and at what speed they can type. How tragic it will be for these misled boys and girls.

John can quickly answer these queries with "I made 'D' in math, but lettered three years on the football team of Podunk high and it was the best in the conference, too." I am sorry to tell you this, but old J. D. won't hire the boy.

What a shame the star fullback is now digging a ditch, while Junior (Bookworm) Jones has a nice accounting job. Say! Could it be that the Jones boy was the far-sighted, industrious and deserving character?

However, the "Daily Doodle Bug" didn't give him any publicity. Was it the Daily's fault or was it J. Q. Public's faulty sense of values?

Personally, Joe, the first thing I look for in the paper is that beauty queen picture; but I ask you, Joe, is that right? Sports and outside activities are a wonderful help in the education of good citizens. However, they are to supplement the main element of education, that of academic studies and learning to make a useful citizen. Then should all the limelight go to the sidelines, or to the center of the stage!
—Gene Lung.

*A Polite Cussing of Newspaper (Ours) by Gene Lung in the East Central Journal (Okla.) Jan. 11, 1950.

WHAT IS DEBATE? DISCUSSION?

Many coaches will remember the great controversy raging some 10 or 15 years ago concerning the relative merits of debate or discussion. One of the most critical discussions of debate was that of Dr. Wayne Thompson, published in the **Quarterly Journal of Speech,** and republished in the **Debater's Magazine.** This criticism was very ably answered by Dr. Hugo Hellman, of Marquette University. It was with considerable surprise that I noted in the **Speech Activities** Magazine for Spring, '49, an article titled "Investigation or Persuasion?" by Dr. Wayne Thompson. Dr. Thomppson showed he could learn from Dr. Hellman's ideas; he showed he is a creative thinker by taking them further.

Dr. Thompson takes these concepts of debate as a social tool and points out the tremendous necessity of debate in a democratic society. He effectively answers those who criticize the "both sides" technique of modern day debating. He defines debate as it is really being practiced. After reading this article, one can see why debate has the great value it has; it should be "must" reading for every principal and for every debater.—From a Subscriber.

AN EXPERIMENT

One of the most interesting experiments is under way at the University of Redlands. Twenty-four leaders of campus organizations have been associated together in a club which is a cross between the Toastmaster's Club and International Rotary. It has characteristic features of each. The plan is to divide into four groups, each one to put on a program once each month under criticism. Besides the training and self-improvement the members will

get out of this, for once the campus leaders are in an organization together where a unified effort can be made for better things, for all worthy improvements in campus life. If this organnization works as well as its plans suggest, it will soon be an active organization on every campus.

Each member is given a committee assignment as in Rotary. Each represents a campus organization. As time goes on other organizations will be represented. It is the leader that is chosen, not the organization. Prominent questions of campus, local, state, national and international interest will be chosen for programs. Each six men on the program section on duty will choose their own way of presenting the evening's subject. It may be by group discussion, symposium, round table discussion, debate, forum, or town meeting. Stress and importance will be placed upon attendance, attention to program duties, and the development of leadership abilities. Fines will be assessed as in Rotary clubs for infraction of rules, tardiness, failures, bad maners or lack of good taste. The members are looking forward to a great and grand time preparing themselves for useful citizenship and membership in service clubs.

Anyone interested in this idea who would like more details of this new type of college organization, should write the Editor of this Magazine. Further details will be gladly furnished.

AMERICAN FORENSIC ASSOCIATION

Here is something to be proud and hopeful about! Nearly a hundred college and high school teachers have organized to promote forensics and to lead us to better things. At the SAA Convention at Chicago during the Christmas holidays this band met and got under way. Not all interested enough to join the movement could be there, but their interest helped and the new organization is on its way. Such an organization has a big future before it, if its members rally around it and make it a significant organization. To begin with a better program for the teacher who must deal with speech contests can be prepared and urged upon the National SAA Convention. Many studies of conditions can be made and reported on, and much needed changes can be suggested. A strong organization can do much with its prestige and authority. Fortunately both of these grow as the years of development come and go. We are organized. The big step has been taken. Now must come motion, progress, development, improvement, realization of ideals!

What They Are Saying

An irresponsible hodge-podge of what met the Editor's inquiring eye while browsing about here and there.

I firmly believe that the army of persons who urge greater and greater centralization of authority and greater and greater dependence upon the federal treasury are really more dangerous than any external threat.

—Dwight D. Eisenhower

We are going down the road to statism. If some of the new programs seriously proposed should be adopted, there is danger that the individual . . . will soon be an economic slave, pulling an oar in the galley of the state.

—James Byrnes

Nothing is so galling to a people, not broken in from the birth, as a paternal, or, in other words, a meddling government, a government which tells them what to read and say and eat and drink and wear.

—Thomas Babington, Lord Macaulay

The real symbols of American industry are the Ford car, the dollar watch, the ten-cent can of soup, the cheap newspaper and free radio, the ready-made dress, the movie made at a cost of millions of dollars that you can see for forty-four cents. And into the making of these things —and a million others—goes great skill and ingenuity. It has to, because if the product isn't serviceable, Americans kick about it.

—Stephen Vincent Best

They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety. —Benjamin Franklin

The condition upon which God hath given liberty to man is eternal vigilance; which condition if he break, servitude is at once the consequence of his crime and the punishment of his guilt.

John P. Curran, 1790

Socialism is that part of the economic system under which the State imposes a heavy tax on all God-given teeth in order to supply everyone with State-given teeth, whether they are needed or not—and then rations everything that can be chewed. —Msgr. Fulton J. Sheen.

The above wisdom was clipped from "Trends".

A CHALLENGE!

It is indeed a challenge—that system that West Point has proposed for dividing up this gigantic national question we are wrestling with in college debate this season into three other important and debatable questions. It will really be a test of a debate team to meet all the demands and the shifting ground of such a test of debating ability in one meet. We have all been talking big and piously of great ideals and of overcoming the shortcomings of debate as it is practiced or abused or what you please. Here is an opportunity, here is a challenge—What shall we do about it? The debate team that can survive this ordeal and come out on top, will surely deserve the national honors it will be awarded.

GLEANED FROM THE CONVENTION

Areas of freedom are shrinking all over the world.

Maintenance of freedom is the most important task facing us as a free government.

Speech training is our best method of effecting this maintenance.

—Sen. Karl Mundt.

EDITORIAL COMMENT

If you have not read the article on American versus British Debating in the 1949 issue of the Quarterly Journal of Speech, you should do so immediately. Especially interesting are the American replies.

IS IT A SPEECH CONTEST?

ED. NOTE:

Now maybe the article below doesn't meet your requirements for a speech contest, but it does certainly have to do with some of the things we pride ourselves on coaching our contestants to do. 1. It has to have persuasive power. 2. It has to

have audience appeal. 3. It has to have definite purpose. 4. It has to be carefully rehearsed. 5. It requires personal knowledge. 6. It requires self-confidence. 7. It prospers on the good old contest spirit—Oh! Pshaw, I might go on forever. Here it is—let it speak for itself. We found it in the **East Central College Journal,** Ada, Oklahoma, Jan. 11, 1950.

Slug Williams Will Represent EC in Hog Calling Contest

East Central will be well represented in the Fourth Annual Hog-Calling Contest which is to be held on Friday, February 3, at the Rufus Sweeny place, 10 miles south of Ada on highway 12. This contest will be sponsored by the Pontotoc County division of the National Hog-Callers Association. Bob "Slug" Williams, winner of the contest in 1943 and state champion last year, will defend his title against some of the best hog-callers in the southern part of the state.

Slug has had a great deal of experience along the line of calling hogs. When he was four years old, back on their farm near Holdenville, Oklahoma, his dad called him early one morning, handed him a bucket and told him to start taking care of the hogs. From that day forward, the hogs were his responsibility. At first when Slug called the hogs to eat, he would take a stick and beat on their feed trough. But then one year the woodpeckers were exceptionally numerous and when they drilled on trees the sound was identical to Slug's beating on the feed trough. The result was that the poor hogs were nearly run to death. It didn't take Slug too many days to figure out that something had to be done. Right then he decided that he'd start calling the hogs up to eat, and now after long years of constant practice and experience he has developed a very original hog-call that is practically irresistible.

Slug has been entering these contests annually now for three years. He got to the finals in 1948, but was beaten out on the last hog. It was later found, however, that the hog Slug was calling happened to be deaf.

In 1949 he won not only the local contest but also the state and therefore was State Chompion Hog-Caller for 1948. The prize presented to the champion was a brand-new plug of "Browns-Mule" which Slug said he enjoyed very much. He was also awarded a new pair of "Round-House" overalls by some of the local fans.

Slug hopes to repeat his performance this year and according to his trainers, Jack Fowler and Rufus Sweeny, he has a very good chance to do it.

From the East Central Journal Jan. 11, 1950.

OBITUARY

"Speech Education in Ohio lost one of its most loyal and efficient advocates in the death of Vernon J. Zieg, debate and speech instructor of Columbus-Central High School. Mr. Zieg at the time of his death on October 1, 1949 was a member of the Speech Education Conference Committee of Ohio. He was Chairman of NFL West and a member of the Executive Committee of the OHS. S. L. After serving twenty years as principal of Columbus Evening High School, Mr. Zieg returned to his early interest in debate. He was a Heidelberg College debater, and as a young instructor, coached Caledonia High School debaters to the Championship of Marion County. His death is a distinct loss to speech education in Ohio. The Speech Education Conference of October 8 adopted a resolution in memoriam of Mr. Zieg." This from the Ohio High School Speech League News Letter, October 1949 issue. The News-Letter also indicates that Mr. Zieg had prepared a 16-event schedule for the NFL West for this season before his death. His task as chairman of Ohio NFL West will be taken over by Jack Cullen, of Columbus-East High School. The schedule for the NFL East Ohio high schools has been made up by Father James M. Darby of Cleveland Cathedral Latin High School, and consists of 25 events.

NEWS NOTES AND PERSONALS

At the Bowling Green, Ohio, Early Bird Debate Clinic Nov. 12 a debate on the annual high school topic was held between the Bowling Green Debaters and the Western Reserve Debaters. The Critic Judge was Dr. Robertson of Oberlin College.

The February 1950 issue of **The Quarterly Journal of Speech** continues the replies to the British Visiting Debate team on American debating. Turn to page 10 of the Journal and glance over the remarks, then turn to editorial department of this issue.

Dr. Hugo Hellman, director of debate at Marquette University, was recently elected secretary-treasurer of Alpha Sigma Nu, National All University Jesuit Honorary Society. Dr. Hellman was also recently elected first National President of the newly organized Forensic Association.

Dr. Rupert Cortright of Wayne Univ. left in January to spend the second semester and summer as visiting professor at the University of Hawaii, Honolulu, T.H.

The University of Virginia held a tournament Feb. 3-4, the semester break, for the neighboring colleges on the subject: Resolved, that the U.S. should recognize the Communist government of China.

At the University of Texas a debate on "the Communist party should be outlawed" was held among its 41 debates for the season up to the present.

Prof. Clayton H. Schug, Associate Professor of Speech at Pennsylvania State College, was recently elected President of the Pennsylvania state Speech association at its convention at Harrisburg.

"The British Empire is decadent" seems to be one of the favorite topics of the first semester British debate team tour, along with Nationalization of Industries. Perhaps the Scots, who come the second semester will be a little more canny and not accept a defense position, which usually is fatal in American debating.

The Ohio Wesleyan debaters got off to a bad start in the 1949-50 season with an automobile wreck, on Nov. 21 that seriously injured the Assistant Coach, Tom Ludlum, and six of the debaters: Donn Miller, Jack Hamilton, Alan Geyer, Wesley Harper, Bob Spiller and Bob Hardman. They were on their way to a day of debates and discussions at Oberlin, and had almost arrived, when they were sideswiped and forced off the road. Two of the men suffered skull fractures; one a fractured elbow; one a fractured leg. The four have lost a lot of school, but the two less seriously injured returned in good time.

DePauw reports that for the first time since 1920 when David Lillienthal won the Indiana championship, DePauw will participate in the Interstate Oratorical in both men's and women's divisions.

Remarks for the Good of the Order

CLASS TEST OF EGOCENTRICITY IN SPEAKERS: A REPORT

By Lloyd R. Newcomer
Whitman College

ALL speech people are at some time or another, searching for causes that retard good speech performances in their students. All of us recognize that here are numerous causes for the retardation of speech situations, but there is one particular type of speech problem that I should like to briefly discuss here. It is that problem of **egocentricity** as it concerns the introvert and extrovert speakers.

Many authorities in the fields of speech and psychology claim that egocentricity is one of the main bases for human error. It often causes poor speaking. For the past few years, I have been observing students in my speech classes encounter many barriers which hindered their speaking progress. Many of them who could be classed as egocentric introverts were experiencing such difficulties as: Poor voice and bodily control, inept and strained actions, self-consciousness, frequent embarrassment, etc. The egocentric extrovert was experiencing: no fear, bold audaciousness, little or no organization, shallow thinking at a low level, no self-consciousness, no embarrassment, etc. Although this group is not necessarily in the majority, all of us would prefer helping them to acquire a more objective approach—be they more an extrovert, an introvert, or a fairly balanced combination of the two. At least that was my thought on the problem. So with Dr. Elwood Murray's book, **The Speech Personality,** as an inspiration, I decided to do observation study of students in actual speech situations over the period of one semester. It didn't take me long to realize that my single observations might be rather prejudiced and would not be too good a cross-section of an individual speaker. So with the help of each member of the class that was being studied, we had seventeen critics instead of one. These students were juniors and seniors, who had each had at least one speech course prior to their enrollment in this advanced course. With that experience to their credit, I felt that they were better able to understand some of the speech problems, and more capable of judging each others good points and shortcomings. The following charts were used by these speech students in evaluating each other:

Figure 2
Speech Charateristics of Egocentric Introverts and Extroverts
Introversion

Much fear in new speech situations.
Self-consciousness and embarrassment frequent.
Feels inferior in many situations.
Mental blocks. Inhibitions. Indirect manner of speaking.
Worries over preparation.
Many slips and Faux Pas; little or no sense of humor.
Prone to many speech mannerisms and affectations.
Inept and strained in action.
Poor voice and bodily control.
Monotonous and colorless.
Avoids anything like public speaking.
Airs many and violent prejudices.
Fallacious reasoning, facts unreliable, unconsciously colored.
Unconsciously antagonizes persons, or otherwise alienates himself from others.

Extroversion

No fear; may be even boldly audacious.
No self-consciousness; no embarrassment.
A dictator at heart; usually feels superior.
Little or no organization of talks; speaks whatever comes into his mind.
Prepares poorly; may attempt to bluff or to get by with other procedures.
Humor may tend to very broad and low level.
Shallow thinker.
Always has the last word.
Disregardful of refinements.
Given to broad and bombastic assertiveness.
Argumentive and disputatious.
Perfectly satisfied with himself.
Facts inadequate or distorted.
Verbose, overly developed "gift of gab."

Figure 3
Potential Speech Characteristics of Mentally Objective Introverts and Extroverts
Introverts

Turn to Page 34

THE VALUES OF PRACTICAL DISCUSSION: A REPORT

By Lloyd Houston

Editor's Note: Some academicians have questioned the practical value of informal discussion as a discipline for high school and college students. Here is a report from a layman who has had twenty years of experience in leading and directing discussions among college students. A selected number of these informal sessions have been recorded and published; they may be obtained by writing to Mr. Houston, Lawrence, Kansas.

Of never failing interest to laymen and scholar alike is the life of the American undergraduate, how he puts in his time and how he prepares himself for his life after he leaves college. Do our colleges justify themselves in the quality of their product? Are the students genuinely educated or are the four years spent within an institution of learning an excuse for good times, striving for social prestige, dissipation for a few with a certain amount of knowledge through spoon feeding. Do our young people face their life work cultured men and women and genuine leaders in the communities to which they go after leaving college? Many writers have attempted to answer these questions, dealing with the curriculum and methods in teaching, the social set-up, extracurricular activity, and the habits and desires of the students. A few, however, have presented the undergraduate as an individual who is maturing into manhood, striving to express himself and to find a reason for existence.

There is no better way to understand the undergraduate than through the "Bull Sessions," spontaneous discussions which usually occur after study hours and range from girls and sex to philosophy and how to solve the riddle of the universe. Those taking part settle nothing but learn to express themselves and to develop ideas with thoughtful associates. Many graduates look back on these impromptu discussions as a powerful influence in the formation of character. But the weakness of the "bull session" is its lack of direction. The talk may wander all over creation but there is no one to suggest a subject nor to direct it.

Some twenty years ago a number of students gathered at my home to talk over questions that interested them and since that time a similar group has met every other Sunday evening of the college year. The fundamental purpose of these meetings is to analyze our own opinions, compare them with those of the others, and see if we may not eliminate prejudice and dogmatic views. The effort must be to realize that without knowledge, without a conception of how the other man may think, we have no right to a final judgment. We soon learn that most of our opinions are formed because of our previous environment and that only by freely exchanging ideas with others can we approach a fair, unbiased opinion arrived at through objective thinking. Although we adopt the skeptical attitude, that statements are acceptable only when they meet the test of analysis, yet we insist on building up belief after this study. We always distinguish between argument and discussion. In an argument a speaker sticks to his opinion and tries to beat down his opponents; in a discussion the different individuals express their views and try to see the merit in the position of the others.

A common failing of the college man is inability to express himself clearly and concisely. He may be ever so keen in his analysis of ideas but when he tries to explain them, he is not only timid in expressing himself but he cannot do so intelligently. It has been an interesting experience to watch young men gradually acquire confidence in their effort to discuss difficult subjects.

About a dozen men meet at my home at six in the evening. An "Eats" committee provides food for a social hour. Beginning at 7 o'clock we devote about an hour to the study of music through phonograph records. We try to analyze the structure of the symphony, the sonata, the concerto, grand opera, the great field of sacred music, and finally modern music contrasted with the older harmonies. Many boys have said that they acquired their first interest in great music in this way and are grateful for the opportunity to gain some appreciation of this field of human expression.

Then comes the main discussion after a brief outline. There is no prepared program for fear the boys would consider these meetings just another course, which would mean an immediate drop in interest. I have found it wise, as a leader, to spend a little time in preparation so that the discussions shall be clear and logical. Frequently a university professor or other Lawrence citizen is invited to help in treating a subject about which he is especially qualified to speak. The meetings usually close about ten o'clock, but it has not been unusual to break up at midnight. Any one is free to leave at any time if he feels he must study for the next day.

The subjects selected offer an interesting criterion on what the students are thinking. Always, the first subject is education: what is the matter with it and what can be done about it. Close to this comes religion as it affects the college man. After these the problems nearest to themselves such as moral values, sex, and kindred topics take precedence over economic questions. With the approach of the war and its intense impact on their lives, the students have shown far more interest and greater information as to world affairs.

It has been said that the function of the leader of such a group should be restricted to opening the subject, guiding the talk, and encouraging others to take part. As a result of years of association with the group I am inclined to doubt this. It is his function, of course, to outline the subject, explain the various problems involved as objectively as possible, and to try to arouse interest and the desire to be heard. He must try, above all, to set the men at their ease and to do away with the stiffness and formality of the classroom. I believe the leader has a further duty. Frequently, a number of boys who have made a special study of a certain subject are inclined to discuss this to the exclusion of the others. In philosophy, economics, matters pertaining to medicine, scientific research, and other lines of thought a few boys may so dominate the discussion that the meeting becomes a specialized group talking about what interests only themselves. The leader may allow a limited amount of this, but as soon as he sees the others becoming restless and inattentive he must bring the talk back to the experience of all if he cares to keep the membership varied and from all parts of the campus. Of course I have tried to put across certain ideas of my own. It would be impossible to play the part of participant and leader without impressing on the group ideas regarding moral standards, personal integrity, and intellectual growth. I try to do this through questions and discussion rather than by imposing arbitrary demands and rigid standards. I prefer, and I believe the boys agree with me, to take an active part in the talks rather than be solely a moderator.

It has been a privilege to watch how domestic and international events have altered the thinking of these boys and to have some influence in helping them find their spiritual goal and to find a reason for existence. Even in the prosperous twenties many boys were asking, "Why are we here?" and in the numerous bull sessions occurring throughout the campus, this question constantly arose. Throughout the tense thirties college youth gave greater thought to this. Sterner living conditions and scarcer opportunities called out social awareness. Many youths interpreted their own living and their own security in terms of security for their fellows. Some made their ideals a social crusade and some admitted their standard of values was partly spiritual instead of entirely materialistic and selfish. At first the war threatened to upset these values, but, as confusion disappeared and character began to assert itself, thoughtful young men and young women readjusted their thinking and moral values. During the period after the war these young people had to meet the disintegrating force that war always brings and to re-interpret their ideals and ethical codes.

These meetings have been stimulating to me and a constant challenge. I believe I have gained wisdom as a result of this association with exceptional young men. It has made for alertness and a sifting of my own experience. To meet them on a common basis I have acquired a tolerance and understanding of youth I could have obtained in no other way.

CLASS TEST OF SPEAKERS

Continued from Page 33

Careful and exhaustive in preparation.
Solicitous of refinements.
Tactful, gracious.
No faux pas.
Some humor at high level.
Always speaks appropriately.
Always makes a contribution.
Information accurate and reliable.
Good organization of materials.

Careful logic and reasoning.
Solicitous of presenting truth.
Tends toward academic style of delivery.
Wins respect.
Essentially the thinker, scientist, philosopher, or artist.

Extroversion

Forceful and natural leader.
Extremely well poised.
Much power in persuasion.
Carefully adapts to his audiences.
Does not regard refinements and details.
Inspires loyalty.
Speaks directly.
Excellent sense of humor.
Thinks most effectively on his feet.
Powerful in rebuttal.
Emotional control contributes to voice.
Vigor and enthusiasm in speech.
Utterances tend to have social value.
Essentially the speaker - leader statesman.

These charts were taken from **The Speech Personality** by Dr. Elwood Murray.[1]

These evaluations covered a one semester's course with sixteen students and seven speech situations. Each member of the class had a permanent set of the two charts from which he made daily evaluations. All evaluations were received by me each day, and each member of the class had access to them in order to record criticisms of themselves after each speech performance. By making a complete tabulation of themselves they were then able to note their own progress, as other members observed them.

I was often criticized for using these charts, because students felt that they were too general and therefore did not give a true evaluation of a speech. So, they often added their own specific remarks. As time continued, they realized more and more that the general remarks of the chart made broader individual interpretations possible.

After the study was completed, the following findings were made, with the sum totals of the entire class rather than progress findings of one individual. The number that appears after each type of introversion or extroversion represents the number of times that particular criticism appeared on the critic's sheet throughout the sixteen student's seven speech situations during the semester. Here are the findings

Figure 2
Speech Characteristics of Egocentric Introverts and Extroverts
Introversion

1. Much fear in new speech situations—62.
2. Self-consciousness and embarrassment frequent—76.
3. Feels inferior in many situations—14.
4. Mental blocks. Inhibitions. Indirect manner of speaking—85.
5. Worries over preparation — 52.
6. Many slips and Faux Pas; little or no sense of humor—32.
7. Prone to many speech mannerisms and affectations—28.
8. Inept and strained in action—105.
9. Poor voice and bodily control —43.
10. Monotonous and colorless—91.
11. Avoids anything like public speaking—17.
12. Airs main prejudices—19.
13. Fallacious reasoning, facts unreliable, unconsciously colored—29.
14. Unconsciously antagonizes persons, or otherwise alienates himself from others—22.

Extroversion

1. No fear; may be boldly audacious—43.
2. No self-consciousness; no embarrassment—160.
3. A dictator at heart; usually feels superior—6.
4. Little or no organization in talks; speaks whatever comes into mind—30.
5. Prepares poorly; may attempt to bluff or get by with other procedure—28.
6. Humor may tend to very broad and low level—6.
7. Shallow thinker—24.
8. Always has the last word—24.
9. Disregardful of refinements—19.
10. Given to broad and bombastic assertiveness—25.
11. Argumentative and disputatious—10.
12. Perfectly satisfied with himself—10.
13. Facts inadequate or distorted—19.
14. Verbose, overly developed "gift of gab"—16.

Figure 3
Potential Speech Characteristics of Mentally Objective Introverts and Extroverts
Introversion

1. Careful and exhaustive in preparation—358.
2. Solicitous of refinements—200.
3. Tactful, gracious—337.
4. No faux pas—315.
5. Some humor at a high level —215.
6. Always speaks appropriately —273.
7. Always makes a contribution —244.
8. Information accurate and reliable—294.
9. Good organization of materials —599.
10. Careful logic and reasoning —189.
11. Solicitous of presenting the truth—92.
12. Tends toward academic style of delivery—179.
13. Wins respect—303.
14. Essentially the thinker, scientist, philosopher, or artist—50.

Extroversion

1. Forceful and natural leader — 209.
2. Extremely well poised—389.
3. Much power in persuasion—203.
4. Carefully adapts to his audience—314.
5. Does not regard refinements and details—69.
6. Inspires loyalty—145.
7. Speaks directly—593.
8. Excellent sense of humor—147.
9. Thinks most effectively on his feet—229.
10 Powerful in rebuttal—88.
11. Emotional control contributes to voice—401.
13. Utterances tend to have social value—209.
14. Essentially the speaker-leader statesman—50.

From these findings one can readily observe that the trend was greater toward objective introversion and extroversion rather than in the direction of egocentric extroversion and introversion. Of course, one needs to allow much leeway for errors, but the experiment had one very beneficial result. It resulted in the participant being more observant of others as well as himself.

———o———

Delta Omicron Theta, honorary debate society of Lehigh, will participate in four tournaments, Temple Novice, Benjamin Franklin, Penn State and Brooklyn, and will hold 12 dual debates with Temple, Columbia, Fordham, Rutgers, Swarthmore, St. Joseph, New York University, Princeton, Penn State, University of Pennsylvania. The teams are coached by Jon Hopkins, debate coach at Lehigh.

1 Murray, Elwood, The Speech Personality, pp. 76-77.

College Debate Handbook Division

Edited by EGBERT RAY NICHOLS

NATIONAL SUBJECT — DEBATE: Resolved that the United States should Nationalize the Basic Non-Agricultural Industries.
DISCUSSION: What Should be the Foreign Policy of the United States Toward the Countries of the Orient?

Situation that Confronts us Now.

With the season this far advanced there is not much to occupy our attention in this department.

Chief interest perhaps goes to the experiment that will be tried out at West Point as announced in other pages of this issue. For the thirty-four colleges who will meet there this spring to use four different statements relating to the same proposition will indeed be a novel test of debating ability. The original statement requires a broad preparation. Once this is made, meeting the debate requirements of four different statements adds to the burden of preparation. Also it adds to the acquirements of skill as a debater.

The average debater during the course of a season become accustomed to the strategies and tactics, the manner of debating the subject. After a certain number of debates he becomes prepared and feels fairly assured of himself and colleague. Change the statement and the manner of debate is changed. He must acquire a new sense of values, a new arrangement of arguments. It will take a few debates to get to the standard of preparation he has reached on the original proposition. As the colleges sending teams to West Point are widely scattered, all over the country in fact, the advantages of practice debates is lacking.

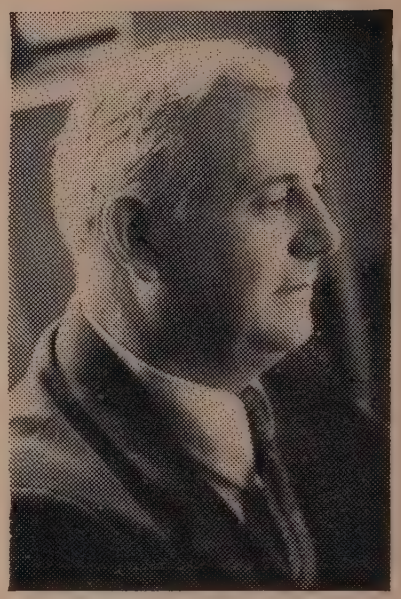
The teams chosen for West Point will be fortunate if they can get a team on their own campus to practice with them for the purpose of giving them experience. The chances are that they will have to go to West Point without the experience on the three new statements that they have had on the original proposition. It is in this fact that the real test of debating ability lies. The teams that have the real ability to adjust, to forecast the line of reasoning the new debates will take, who have the ability to put their concepts over, will emerge victorious. It is a challege. Nothing quite like it has ever happened in debate before.

The general verdict has been that the competition at West Point is stiff—really rugged! This innovation is not going to make it any easier.

It must be said, however, that this innovation does not make any move toward professionalizing debate. There is no chance to get to a high state of preparation on all these statements; in fact, there is no time. Each team will have to enter the competition only partly skilled on each statement. It is hard to conceive of a better test of the amateur debater. Whatever team or teams emerge at the top that pass through this test will have to be good, or else inordinately lucky. With good judging, which all seem to agree is the standard at West Point, it is going to require something more than luck to come to the top. It is going to require superior brains and skill. It will not be a battle of coaches; it will have to be in the nature of the situation, a battle of debate teams.

There has been a lot of sentiment against what might be called a National Championship. It is true that the best team in the country may not attend West Point. However, the team that does attend, and win, will be about as formidable as debaters as any "best team" in the country could be. Whether they can be called champion or not, they will get a worthy trophy to commemorate their achievement, and the rest of us will at least take off our hats to them.

At this time of the year we are beginning to think of what would be a good debate subject for next year. Probably that is because the high school subject is being elected, and because the college committee on selection is getting underway. Many of us would like, if a suitable statement can be devised for it—many of us, let me say again—would like to debate the "Welfare State." Something about it appeals to many of us. Of course it would be a repetition from another angle of the subject we are now **debating—**



DR. E. R. NICHOLS
University of Redlands

Nationalization. Domestically speaking, there is nothing more important before us. We could of course take up a labor subject—that is always important and always with us. What to do about strikes? Should we repeal the Taft-Hartley Act? Have we arrived at the place where law could supersede the labor union? Most certainly the question committee has a big job ahead of it, and a hard and difficult one. In addition to selecting and stating a suitable debate proposition, it has the even harder task of satisfying all of us cantankerous souls who love to grouch and grumble, no matter what is done. Suppose we get hep to ourselves and give them a decent chance!

In the meantime how about reading this little article on the Super State—or should we say "Welfare State."

THE SUPER-STATE

It has somewhere been said that the deepest impulse of bureaucracy is to grow, become even more authoritarian, add more and more people to its rolls and reach out beyond its own country. Here in the United States the pattern of bureaucracy is setting the stage for what is becoming popularly known as the Wel-

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High School Debate Handbook Division

Edited by HUGO E. HELLMAN, Marquette University.

HIGH SCHOOL SUBJECT: Resolved that the President of the United States should be elected by a direct vote of the people.

IT'S HAPPENED!

Yes, it's happened—the thing which all debaters and coaches worry about when they are debating a question that is before Congress. They fear action before the debate season is over, and this time it has come—not completely, of course, but enough to affect the debating of the question. The clipping from the daily news of Feb. 2, 1950, is self-explanatory.

New Plan Voted for Election Of Nation's Chiefs

WASHINGTON, Feb. 1 (AP) — A new method of electing presidents and vice-presidents was approved by the senate today in a proposed constitutional amendment still subject to action by the house and 48 state legislatures.

It would abolish the electoral college as such, and split the electoral vote of each state among the candidates in proportion to their popular vote.

If approved, it would be the first change in the presidential electing machinery in 145 years.

Margin Ample

The senate approved the proposed constitutional amendment 64 to 27, more than the required two-third,s margin.

A similar majority is required in the house. Then the legislatures of three-fourths of the states would have to ratify it before it became a part of the nation's basic law.

Democrats backed the proposal strongly. A majority of the Republican senators opposed it, although its chief sponsor was one of their own number, Henry Cabot Lodge Jr., of Massachusetts. Forty-six Democrats and 18 Republicans lined up for it on the final vote; 23 Republicans and four Democrats opposed it. Both California senators voted for it.

The only change in Lodge's resolution, proposed by Democratic leader Lucas of Illinois, was approved by a voice vote.

Plan Explained

It stipulates that the winning presidential candidate must receive at least 40 per cent of the electoral vote—212.4 out of the total of 531. If no candidate got that high a percentage, the newly elected congress would choose the winner from the two highest candidates, with each senator and house member having one vote.

THE 1950-1 HIGH SCHOOL TOPIC

G. M. Musgrave

Three topics are in the running for the 1950-1 high school question. They are:

1. **Resolved, that the welfare state is detrimental to the best interests of the American people.**
2. **Resolved, that the present federal monopoly on atomic energy should be abolished.**
3. **Resolved, that labor unions deserve the confidence of the American people.**

It will be noted that two of the three are questions of fact rather than questions of policy. In a question of fact, the teams do not discuss the merits of proposed legislation, but seek to determine whether certain alleged facts are true. Questions of fact are not easy to debate intelligently unless special techniques—still largely undeveloped—are used. For this reason there may be rough sledding ahead for next year's high school debaters.

Topic 1, the welfare state, is an outstanding example of the way an unusual wording can twist what otherwise would be an excellent debate topic in the traditional manner.

There are two difficulties. First, as mentioned above, it is a question of fact rather than a question of policy ("Resolved, that the welfare state proposals of President Truman should be enacted into law", or "Resolved, that the United States should adopt a planned economy"). Worded as a question of fact, the debate may take form somewhat as follows:

Suppose one team shows that the welfare state (including legislation already on the books) would be beneficial to people receiving gifts or subsidies from the government. The opposition shows that the government cannot give something away without first taking it away from someone else, and that the taxes necessary to support the program would be detrimental to the people who have to pay the taxes.

DR. HUGO HELLMAN
Marquette University

What conclusion can be reached to this debate? Is it any more capable of a conclusion than "Resolved, that Lincoln was a greater president than Washington"? Certainly the definition of the word "detrimental" will be important, for the welfare state unquestionably will have both beneficial and harmful effects. If "detrimental" is defined to mean "more harmful than beneficial", the outcome of the debate will hinge on the relative importance and volume of good and bad effects, as demonstrated by the teams. The teams may base these contentions on the effects on the people as a whole, or on any portion of the whole, but the strongest arguments naturally will be those that effect the most people in the long run.

The second difficulty with Topic 1 is that it is worded backwards. If we presume that the bulk of the welfare state is yet to be enacted, the affirmative is required to prove that the traditional system is best. If the affirmative fails in this proof, the negative presumption that another system is better wins! There will now be a short pause while George Pierce Baker turns over in his grave, and long low moans are heard from others.

Topic 2 is an honest, straightforward policy topic, but unfortunately vague as to what is intended. The subject matter, moreover, is dis-

tinctly beneath that offered by Topic 1.

Topic 3, labor unions, has been debated in various forms several times in the past few years. This time it appears as a theoretical topic, and both of the objections offered to Topic 1 apply with equal force to Topic 3. It is worded as a question of fact when it might easily have been worded as a question of policy. And it is worded backwards. If we presume that labor unions are innocent until proved guilty, the burden of proof is on the wrong side. The affirmative is required to show that the accused is innocent. If the affirmative fails to do this, the negative presumption of guilt wins!

I wonder why we have not been getting better topics these last few years. Maybe it is because we feel that only questions of major importance have any educational value or interest. I remember back in the 30's there were some wonderful debate sessions on such topics as unicameral legislatures and government ownership of railroads. Maybe these topics weren't as important as some of the current ones, but they were down-to-earth questions that you could sink your teeth into. They made awfully good debating, and were mighty enjoyable.

THE 1950 DEBATE PROPOSITIONS

Prof. L. D. Hanks
Marshall High School

If we were to evaluate the debate propositions suggested for 1950-51 use on the basis of current interest and the availability of periodical information, we should have to agree that these subjects are well chosen. Any one of the three would be adequate for debate over a long period of time and any one of the three would be constantly changed and evaluated by events of the present and discussion in current periodicals.

But each is located in the field of national politics, economics and sociology. The 1949-1950 subject was of national importance; isn't it time to change to one of international importance? But we, of course, have no choice in the matter. We choose one of the subjects of national importance—except that the question of the control of atomic energy is one of international implications. Our policy there is primarily determined by international control, international conflict, the danger of war —and the inability to secure real international agreement and confidence between the nations. So, in that respect I should favor the question of control of atomic energy.

As debate propositions, the statement of the subject concerning atomic energy is the only one phrased as a matter of policy. As I understand the meaning of modern debate theory, the proposition must be one of policy. It must propose some action, some change in the way of DOING THINGS.. The phrasing of the question concerning the welfare state and the one concerning labor unions are statements of opinion. That, as I understand it, cannot be debated. Opinions are somewhat subjective. They are quite theoretical, inclined to be abstract, and do not lend themselves to debate on the grounds of practicality and feasibility. If we debate matters of policy, we must consider whether the proposition is needed, i. e., is there a need to change from our present way of proceeding. Secondly, is the proposed policy, the proposed method of procedure, advantageous? Will it solve the problem facing us, will it produce more benefits than injuries, more advantages than disadvantages? This, of course, forces us to consider the question of the proposed plan of action. We must show that there is some feasible method of bringing the proposed advantages to fruition. If there is no method of securing these benefits by adopting the proposed policy, then we should certainly not attempt to put the policy into effect. So the argument concerning the mechanism" becomes important. Certainly that is a most vital issue in any course of action. It is true, as Mr. Lippman tells us, that Mr. Truman, in his message to Congress described for us the need for his proposed policies; but Mr. Truman did not show HOW these policies would function, nor HOW we could secure these benefits. It is easy to describe Utopia; it is rather difficult to plan a process by which we can realize it. On the basis of this analysis of "practicality," I should condemn both the proposition concerning the welfare state and concerning labor unions.

Frankly, I can conceive of no phrasing of the question concerning the welfare state which would advocate any "policy" by any group, Congress or state legislature. The term "welfare state" is entirely too loose. The public school system is certainly an organization which is founded upon the concept of the welfare state as we usually consider it. Isn't social security a question of the welfare state? Our system of government today has characteristics of welfare state—so it would seem that we need to debate questions of specific policy rather than abstractions which become more or less contradictory when one considers various manifestations of that abstract theory or philosophy.

The question of confidence in labor unions does lend itself to rephrasing and to matters of policy. Perhaps a statement "Should labor unions be subject to the anti-trust laws and other statutes pertaining to interstate comerce" might be of real debate character. "Should labor unions be made financially and legally responsible for their actions" would be a matter of policy which is debatable as to "need" and to "plan," or "need-machanism."

The national committee chose three subjects of great current interest and concern. They phrased only one debate proposition; a second may be made debatable; the third is lost in the fog of hazy definition and lack of practical application. Yes, I know, Marshall's N.F.L. chapter voted for the "welfare state" proposition! (Ed. note: Marshall is Mr. Hank's own school.)

THE 1950-51 HIGH SCHOOL DEBATE QUESTION

Prof. Paul W. Smith
Pasadena City College

The three questions proposed for the 1950-51 high school debate season each offers certain advantages and certain disadvantages. The "Welfare State" question has the advantage of being a current issue which will receive prominent attention in the coming election. It has the disadvantage of having public interest reach its peak very early in the debate season. Another disadvantage is the difficulty of reaching a satisfactory definition of "Welfare State." This disadvantage can only be partially overcome by an official interpretation. The use of a question of this type rather than the usual "question of policy" may be an interesting and worthwhile change, but students and coaches would have to be very careful or it would degenerate into the use of many generalities and the very type of loose thinking that we are trying to eliminate in debate.

The "Atomic Energy" question

certainly is a vital issue and a debate on its peacetime uses should be valuable to a generation that so far has emphasized the wartime aspects. The disadvantage lies in the difficulty of securing authentic information on a subject which has such a high security rating by the government. The use of the word "abolish" on the affirmative side of the question offers some technical difficulties in debate, but these are not too serious.

The "Labor Union" question is another attempt to get away from the "policy" debate. This question appears to be a straight "praise and blame" debate and as such would not appear to serve any useful purpose. The commitee aparently has taken the recent English criticism of American debate seriously and proposes that American Inter-Scholastic debate be on the "audience appeal" rather than the "logical analysis" basis. This may have its uses on a local level for one or two debates, but on a national basis for an entire season the old, "we recommend this action," seems to this writer to have sounder educational basis. For this reason, my vote would go to the "Atomic Energy" question, which is the only one which recommends any course of action.

SUPER STATE

Continued from Page 36

fare State in which you are born under a State Medical Plan, educated with Federal Funds, work under Salary Regulations, retire on a Pension Plan and, perhaps, buried according to government specifications.

Bureaucracy feeds on a thousand things, large and small, until it grows into the Welfare State, which in turn feeds on taxes and regimentation until it reaches its completely Socialist maturity. What better example of expanding bureaucracy could there be than some recent figures on the Veterans' Administration? It seems that there are 150,000-odd people at work for the Veterans' Administration handling 7,000,000 insurance policies. This is a work load of 450 policies per employee compared to the work load of 1,762 policies per employee in private companies.

Another example is the government method of handling purchases. The paper work done on every government purchase transaction costs more than $10 in labor and materials; but just about half the millions of purchases the government makes every year are for less than $10. In other words, you, as a taxpayer pay the bills for an incredible business that has its overhead cost more than its goods. Still another instance, is the practice of some government agencies to charge less interest on their loans than the Treasury must pay for the money it borrows. Some of them even invest their surpluses (and some have huge ones) in government securities, that is, the government is paying interest on its own securities.

The list could go on endlessly. It would show that some departments have one personnel for every 38 employees, that the Agriculture Department has 47 government employees attached to seven separate field services in **one** Georgia county with 1,500 farmers. It would show that there is an astonishing system of rating and paying supervisors according to the number of workers under them, a tremendous encouragement to build up work forces recklessly. Most of all it would show that there is an alarming amount of Bureaucracy actually going on today which you are paying for.

These are the things that General of the Army Dwight Eisenhower meant when when he said a few months ago that "If we allow this constant drift toward centralized bureaucratic government to continue, it will finally be expressed only in the practice of laying down the rules and laws for governing each of us—our daily actions—to insure that we do not take unfair advantage of our comrades and other citizens, but finally it will be the actual field of operation." Then he added these portentous words: "There will be a swarming of bureaucrats over the land. Ownership of property will gradually drift into that central government, and finally you have to have dictatorship as the only means of operating such a huge and great organization."

It is true that we already have the nucleus of bureaucracy now in our myriad departments, agencies, bureaus, divisions and administrations. But they aren't fatal, though they may be dangerous. What can be fatal is permitting them to grow fat with expansion through what General Eisenhower calls "a creeping paralysis of thought and readiness to accept paternalistic measures from the government."

He means, of course, that the more we expect and accept in the form of government benefits, the more opportunity there is for government to grow into an octopus that encircles even our daily lives completely. Then there has grown into full life the Super-State.

There is little need here to repeat the usual comparisons between democracy as we know it and the Socialist or Super-State. (Incidentally, one observer has called the results of England's Socialist experiment "a weeping and wailing and nationalization of teeth.") The advantages of our system to the public have been better told elsewhere and, indeed, are perhaps too obvious.

There is a need, however, to explore a little the reasons the Super-State cannot operate in the public interest. In the first place, government becomes a haven for workers, in that, since business cannot profitably operate, they either disappear or come under government control. That leaves the government as the best employer and the safest. In turn, the worker, walled up in bureaucracy, loses his initiative. When that is multiplied by the necessary millions there is a general slackening of national productivity.

Under a profit system, a business is successful when it makes money. Under bureaucratic management by government, supervisors are naturally more concerned with complying with rules and regulations than with initiative. They have no yardstick for success the way profit is to free enterprise.

In the same fashion it is interesting to ask: if all countries were Socialist there could not possibly be any semblance of economic calculation. A few can practice it only if there are established prices abroad to which their own prices can be geared.

We must not forget that it is only the profit motive that makes the public will supreme. The demands of the consumer result in good service and lower prices and if a business doesn't supply both, then it fails. In the Super State, the consumer takes what is supplied by the Bureaucracy or does without. The right to acquire and own property is not a privilege, but the basic principle that safeguards the

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Plans for the 1950 West Point Tournament

Contributed by Lt.-Col. Chester L. Johnson

Thirty-four teams representing all sections of the nation are expected to meet at West Point on April 27, 28 and 29, 1950, to compete for the Sigurd Larmon trophy. Last year's winning team, that of the University of Alabama, will return to West Point to defend its laurels against all comers. A cadet team will represent the West Point Debate Council, which cadet extra-curricular activity is the host at the West Point National Invitational Debate Tournament. The remaining thirty-two teams will be selected, as in past years, by eight committees of outstanding debate directors. These District Committees establish the criteria for a team's selection and actually nominate the entries from the eight geographical areas into which the nation has been divided for purposes of the West Point Tournament's administration. Several District Committees have already decided to make their nomination of the three, four, or five teams allotted their districts by painstakingly surveying the debate records of all male or coeducational senior college, university, or teachers' college undergraduate debate groups interested in the West Point meet. In other districts the committees are arranging District Tournaments to enable them to decide upon their representatives.

The West Point Tournament will involve eight seeding rounds followed by four elimination rounds or 151 debates in all. Plans are being made for all debates in the seeding rounds to be judged by three judges. The elimination rounds will be judged by 3, 5, 7 and 9 judges, respectively. The method of pairing teams will be the same as tested and approved in last year's tournament. Provided that no two teams from the same district meet in the first two seeding rounds, the first assignments will be by lot. Beginning with the third seeding round teams of equivalent record will be paired against each other —in round three, for example, teams with a 2-0 win record will be paired against other 2-0 teams, the 1-1's against each other, and the 0-2's against each other. In seeding round four teams with a 3-0 record will be paired, and so forth. The four elimination rounds will be conducted according to the normal elimination bracket method. The normal progression will be for teams to debate affirmative and negative alternately.

The major innovation in this year's West Point Tournament will be the method of topic treatment following the decision reached by a vote of the District Committeemen. The National Debate Topic, nationalization of basic non-agricultural industries, will be employed at West Point both as a separate debate resolution and as the parent to three other resolutions or subtopics.

The following items of correspondence between the West Point Debate Council and the District Committeemen illuminate the contribution of a wide range of persons to the planning of the West Point Tournament and explains the method to be employed at West Point this year and how it evolved.

Explanatory letter and ballot addressed to all District Committeemen on 6 January 1950:

West Point Tournament Debate Question

As a result of our poll of senior college, university, and teachers' college debate groups and conversations with debate directors in Chicago during the meetings of the Speech Association of America, we are asking you to vote on two basic propositions to determine the topic to be debated at the West Point tournament. Basically, these two propositions ask you whether in your opinion we should debate a subject entirely different from the National Question or whether we should adopt an experiment in the use of the National Question in this year's tournament.

All replies to our questionnaire agree that the final choice of topic is the proper function of the District Committeemen. A small minority of those polled strongly expressed themselves as being in favor of using a subject other than the National Question. A similarly small minority strongly urged using the National Question. The large majority held to middle ground, agreed to the general desirability of deviating from the National Question, and expressed a willingness to come to West Point regardless of the choice of question — presuming, of course, that the decision had received your vote of confidence. (Only a few replies indicated that a change of topic would be a positive bar to the team's coming to West Point.) The choices presented by this ballot are, first, to debate the Brannan Plan (farm parity program) was the choice of alternate topics polled. The second choice permits debate within the general area of the National Question and is intended to afford teams an opportunity for more searching analysis and a greater reward for thorough preparation of the parent project.

We are not experts in wording debate questions. We shall welcome your comment upon topic wordings we here present.

Please note that the organization of our tournament includes eight seeding rounds and four elimination rounds. All teams coming to West Point will debate in all eight seeding rounds alternating sides in successive rounds. Sixteen teams will be selected at the conclusion of the seeding rounds to compete in the final elimination brackets. Sides of the question during the elimination rounds will be alternated insofar as is possible, with teams drawing for sides if a conflict to the normal progression occurs.

Thus, if you vote for the first proposition, a team would alternately debate the Affirmative and Negative sides of the Brannan Plan. If you vote for the second proposition teams would debate as follows:

Seeding rounds 1 and 2—The National Question.

Seeding rounds 3 and 4—A subtopic of the National Question.

Seeding rounds 5 and 6—A second sub-topic of the National Question.

Seeding rounds 7 and 8—A third sub-topic of the National Question.

Elimination round 1—A sub-topic of the National Question (same topic as 3 and 4, above).

Elimination round 2—A second sub-topic of the National Question

Map showing West Point Plan of Debate. Districts with number of teams from each indicated in Parentheses.

(same topic as 5 and 6, above).

Elimination round 3—A third sub-topic of the National Question (same topic as 7 and 8, above).

Vote for five of the following, indicating your preference as 1st, 2nd, 3rd, 4th and 5th. (Note only three sub-topics would be used if the second proposition were adopted.)

A—"Resolved, That the United States should nationalize the steel industry."

B—"Resolved, That the nationalization of the basic non-agricultural industries would benefit labor."

C—"Resolved, That the nationalization of the basic non-agricultural industries is essential to the control of the business cycle."

D—"Resolved, That the nationalization of the basic non-agricultural industries should foster conservation."

E—"Resolved, That the nationalization of the basic non-agricultural industries is the only practicable way to eliminate their present monopolistic power."

F—"Resolved, That the political consequences of nationalizing the basic non-agricultural industries would be desirable."

G—"Resolved, That the nationalization of the basic non-agricultural industries is essential to the national security."

Vote for one of the following two propositions:

1—I favor using the following question:

"Resolved, That the United States should adopt the Brannan Plan."

2—I favor debating the National Question and those sub-topics, as decided by the vote of the District Committeemen in this poll.

Letter, dated 26 January, notifying District Committeemen of the final choice of topic to include what appeared to be improved topic wording:

Gentlemen of the District Committees:

The 26th of January has arrived and practically all of your ballots on the West Point Tournament's method and topic for 1950 have been received. I have enclosed a mimeograph sheet which records your votes.

35 committeemen voted to use the National Question with sub-topics; 13 favored using the Brannan Plan as our topic.

A number of very helpful suggestions and criticisms of the wording of the topics were received. These we have tried to accommodate in rewording the sub-topics selected.

Based on the number of times a sub-topic was mentioned as being your 1st to 5th choice, weighting your votes for 1st choice over your second choice, etc., and then comparing these results with the number of votes each sub-topic received as 1st, 2nd or 3rd, topics "C"—control of the business cycle and "A"—the steel industry—were clearly favorites. "G"—national security—and "E"—monopolistic power—were close in all categories. Our choice of "G" was finally based on our inability to rephrase proposition "E" in terms which would meet your suggestions and upon our belief that topic "A"—the steel industry—should provide ample opportunity to explore the monopolistic charateristics of our basic industries.

We feel that you have chosen a well-balanced slate of sub-topics and that they will provide us an excellent basis for our tournament.

We shall, therefore, plan to conduct our tournament as follows:

Seeding rounds 1 and 2:

"Resolved, That the United States

should nationalize the basic non-agricultural industries."

Seeding rounds 3 and 4:

"Resolved, That in order to control the business cycle, the United States should nationalize the basic non-agricultural industries."

Seedings rounds 5 and 6:

"Resolved, That in the interest of national security the United States should nationalize the basic non-agricultural indusrties."

Seeding rounds 7 and 8:

"Resolved, That the United States should nationalize the steel industry."

Teams coming to West Point will debate before plebe English classes whose course has been arranged, as last year, to cover debating at the time of the West Point Tournament. In addition the Department of Social Sciences has offered some of its classroom time to provide audiences for the visiting teams.

The Tournament Section of the Cadet Debate Council is already working out details related to housing, messing, public information, statistics, correspondence, entertainment, and the many other details whose fulfillment makes the West Point Tournament a source of pleasure and pride for the cadets who sponsor it. Visiting coaches, judges, and female students can expect a warm welcome at the homes of officers' families on the Post. Men students will be housed in quarters normally used by visiting athletic teams. All men, faculty and student, mess with the Corps of Cadets in Washington Hall, and the ladies will eat at the Officers' Mess.

The Cadet Tournament chairman for 1950 is Cadet Edward P. Stefanik, Company D-2, U.S.C.C. Anyone interested in obtaining further information regarding this year's West Point Tournament may address Mr. Stefanik or a member of his District Committee.

PRESENT AND FUTURE

The emergence of West Point into a speech college (what we mean is—a college with an important and growing speech interest) has been one of the interesting developments of recent years. For instance, witness the West Point National Debate Tournament. We understand, from what Lt. Col. Chester L. Johnston told us at the SAA Convention, that this was his last year as director of forensics at West Point. We hope that his leaving does not put a blight on West Point speech interest, but we surmise that the Commandant is not going to have an easy job finding the right man to succeed Col. Johnson.

NEWS NOTES AND PERSONALS

The NUEA Sessions on the High School Debate Proposition selected three topics for a vote of the high schools at the SAA Convention held at the Hotel Stevens, Chicago, Dec. 27-29, 1949. The three proposals are:

Resolved, that the Welfare State is detrimental to the best interests of the American people.

Resolved, that the present federal monopoly of Atomic energy should be abolished.

Resolved, that the labor unions deserve the confidence of the American people.

Prof. E. D. Schonberger, former debate director at Washburn College, University of South Dakota, and Lawrence College, Appleton, Wisconsin, has been living in Los Angeles, California, for about a year. His present address is 1918½ Sixth Avenue, Los Angeles 66.

Prof. Carroll P. Lahman is returning to Pasadena College, Howard at Bresee, Pasadena, for the second semester. He has been spending the summer and fall months at his home in Illinois. James M. Jackson, former debater at Pasadena College, has been taking care of the forensics at the college in the absence of Prof. Lahman.

Prof. Vernon Z. Utzinger, formerly Professor of Speech at Carroll College, Waukesha, Wis., has also joined the ranks of the Californians and has been living near Los Angeles for some time.

Bruce Painter, a former Linfield College debater, is now co-pilot for the United Air Lines and lives at 7144 Scott Avenue, Redwood City, California. His brother Gerald is a senior at Linfield. The father, Roy Painter, first treasurer of Pi Kappa Delta, is a banker at Twin Falls, Idaho.

The Southern California high schools have four new coaches in their main league, the SCDL, this year. They are: Mr. Trovie R. Lyons, Huntington Park; Mr. Cecil Stephens, Glendale High; Mr. Carley V. Porter, Excelsior High; and Milton Dobkin, Beverly Hills High. Mr. Dobkin is a former S.C. debater.

Donald Douglas is the new coach at Colton High School. Colton is a member of the former Citrus Belt Debate Association recently re-activated. This league recently held a tournament at the University of Redlands under the direction of Allan Fitzpatrick, assistant coach at the University of Redlands. The meet was won by the Riverside High School.

Lester McCreary has taken the place of John A. Schutz as coach of debate at California Institute of Technology at Pasadena, Calif. Caltech is conducting a tournament for the California Public Speaking Conference February 24-25.

At the Stanford University Tournament of the Western Speech Association held at Thanksgiving time, Paul W. Smith, director of debate at Pasadena City College and chairman of the 1949 College Debate Question Committee, has been elected Speech Activities Coordinator for Western Speech Association for the next five years. He succeeds Prof. R. D. Mahaffey of Linfield College.

The Annual Central States Speech Convensiton will be held at Columbus, Ohio, at the Deshler-Wallick Hotel April 14-15.

Prof. L. Fernald Foster is the new director of debate at the University of North Dakota.

Marie Britten has been appointed Assistant Professor of Speech and Director of Forensics at Illinois Wesleyan University.

The new coach of debate at Illinois State Normal University at Urbana is Ralph Micken, formerly at Iowa State College.

Professor Bower Aly of the University of Missouri, this year at the University of Louisiana, is to be the new editor of the Quarterly Journal of Speech, having been chosen at the recent Convention of the SAA at Chicago. Prof. Orville Hitchcock of Iowa is to succeed Loren D. Reid as Executive Secretary of the SAA. Prof. Horace G. Rahskopf was chosen president for the ensuing year and Prof. Wilbur Gilman, Queens College, New York, is first vice president and in charge of the program for the next convention to be held at New York City next December.

Carl Isaacson, director of forensics at College of Idaho at Pocatello, recently received his master's degree at the University of Denver.

Celestine Evans is the forensic director at Boone Junior College, Boone, Iowa. She recently received her A.M. degree at the University of Denver.

With the High School Organizations

1949 Wisconsin Championship

GENERAL STRUCTURE

The organization of the various states for debate and speech contests varies considerably from coast to coast. The usual thing is for the State University to sponsor the state high school Speech Contest Organization. This is either done by the University Extension Association or by some member of the Speech Department. At least the University assumes the responsibility and pays the salary of the person in charge.

This arrangement pertains to such states as Ohio, Wisconsin, Oklahoma, etc., the first two being noted for the efficient organization of state associations.

In other states, notably Texas and Minnesota, the state University fosters the entire interscholastic program of the high schools by caring for all the athletic, music, radio and other activities as well as Speech. Pennsylvania also follows this type of organization.

In such states as Indiana and California, the fostering of debate and speech activities is not officially a part of the duties of the state university, and is done by other colleges. In Indiana such colleges as Purdue and Manchester have cared for the high schools and their activities. This is true of Redlands and College of the Pacific in California. In Oregon the University and State College take turn about holding the high school tournaments.

In a few states the interests of the high schools is in the hands of an association organized by the high schools themselves and is not sponsored by any higher educational institutions. An office is maintained in one of the large cities of the state instead of at the state University. If my information is correct, Illinois has followed this scheme.

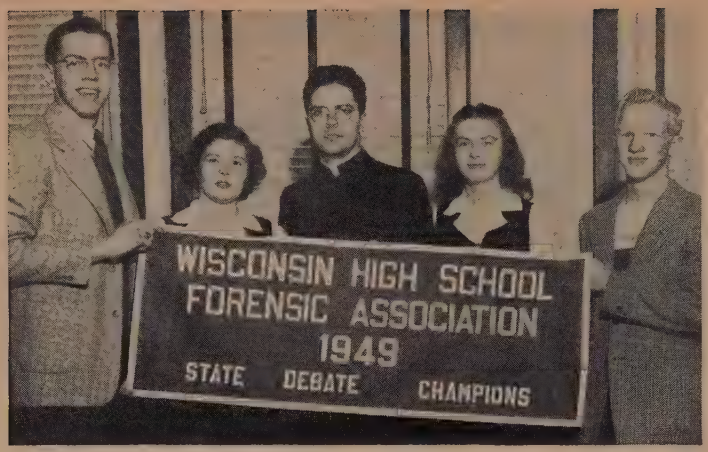
The chief sponsoring of high school speech activities nationally however has been shared by the National University Extension Association and the National Forensic League. The moving spirit in the NUEA has for sometime been Professor Bower Aly of University of Missouri, who is at the University of Louisiana this year, and Bruno Jacob, Secretary of the NFL, whose address is Ripon College, Ripon, Wisconsin.

Group picture of 1949 State Meet at Madison.

Representing Milwaukee, Concordia Tied for First.

For a number of years the N.U.E.A. has held the session for selecting the high school subjects in connection with the Speech Association of America. The three subjects chosen are later sent to the states for a vote, and the high schools themselves have the decision. Unfortunately not all high schools take an interest in the vote and usually fail to vote, feeling possibly that this gives them the right to criticize the choice of debate question severely and to revolt from it. Also, one occasionally hears the complaint from them that the college professors dominate the meeting at the SAA. On the whole, however, the system has worked well—at least under the direction of Harold Ingham, formerly in charge while connected with the Extension Division of the University of Kansas. The same system is being used now with the direction shifting to the University of Alabama, with R. E. Tidwell in charge.

The trend toward more efficient and active organization is marked universally. Also the trend to tie up the Speech Teachers Associations with the Speech Contest Associations in various states. Indiana has just taken such action at the last high school meet at Purdue, and California faces the necessity of



Representing Eau Claire St. Patrick's — Tied for First.

some change with the retirement from active service of Dr. E. R. Nichols of Redlands.

Possibly the high schools can manage to accomplish a tie-up with the National Speech interests since their teachers are eligible to join the new American Forensic Association newly formed at the last Speech Association Convention at Chicago in December. Without being officially responsible, the SAA has done much to bring the NUEA and Speech teachers together. It has been the writer's feeling that the high school teachers could help a lot by a greater attendance at the National Convention. If the AMA can accomplish this a forward step is in front of us.

S.M.U. plans a big high school tournament for March 17-18. This date is also being used by Redlands and College of Pacific for the California high schools.

Prof. James D. Lambert has recently been added to the Speeh staff at the University of Arizona. He will be in charge of extempore and impromptu speaking.

Thorrell B. Fest, director of debate at the University of Colorado, was the guest speaker at the University of Missouri high school tournament at Columbia Dec. 10. He spoke twice on the following subjects: Fuzzy Minded Nincompoops and Cast Your Bread Upon the Water. The meet turned out to be one of the largest in attendance in recent years.

The Northwestern University men's team directed by James McBath won the tournament at Knox College Dec. 2-3. At the same time the women's team led by their coach, Keith Hoover, landed among the five highest at the University of Iowa Meet.

Marquette has scheduled 29 exhibition debates before service clubs as part of its program for the debate season.

Iowa reports the attendance of 17 college delegations at its Intercollegiate Conference on World Problems. Dec. 2-3.

Thirty-two students tried out for debate at the University of Hawaii this season and were placed on the A or B squads. This is almost what you would call remarkable since most of Hawaii's debating is intramural. Hawaii usually imports teams from the continent for a series of debates and makes a trip to the Westcoast with one of its own teams.

The radio discussers at the University of Colorado must be trying to get Harry's attention, since they debated "What has the 81st Congress Accomplished?"

Brooklyn College is making plans for its tournament to be held in March when this was written, and had recently entertained North Carolina State in a "direct clash" debate. This has been North Carolina's chief pet for some years, but little has been heard from them since the war. The faculty at Brooklyn conferred an award upon the Debate Council for distinguished work in forensics.

Prof. J. V. Garland of Albion College paralleled the National Debate Question with a forum on "Must America Go the Way of Great Britain?" Or was the subject suggested by the International Debates on "The British Empire is decadent?"

Representing Sheboygan Central — Tied for First.

Pacific Lutheran College of Washington is the only college north of California that won two firsts at the late tournament held at Stanford University. Pacific Lutheran boasts of one student who never in the last year and a half has been defeated in the senior men's extempore speaking contest. The staff has lately been augmented in speech by Mrs. Pauline Schaffer, ,who will work in theater and drama. Her home is in Tucson, Arizona, but her work in the doctorate in speech and drama was taken at Stanford University. Professor Theodore O. H. Karl heads the work in speech at Pacific Lutheran.

St. Lawrence University debaters recently presented an exhibition debate at the Adams High School, Adams, New York.

BOOK REVIEWS

Direct Election of the President, by Julia E. Johnsen. H. W. Wilson Co., 950 University Ave., New York 52, N. Y. V. 21, No. 4, Reference Shelf Series 1949.

This book is the annual volume in the Reference Shelf Series on the annual high school debate subject. It is the work of Julia E. Johnsen this season. She has selected a number of pertinent articles on the subject of direct election of the president and vice-president and upon the substitute action recently taken by the United States Senate in passing the bill by Senator Lodge for a change in our system of electoral voting.

In the House of Representatives a similar bill by Rep. Ed Gossett of Texas is pending, and if passed will put this issue up to the states for ratification as a Constitutional amendment. An article in the United States News of Feb. 17, 1950 attempts to forecast the possible results of this action in the light of what it would have done in the past.

It is an arresting question. The popular choice determines most of our other elections. However that is not so with the presidency. The one election in which the people are most interested, is so set up in our constitution that through the electoral vote and the state unit rule the will of the people can be thwarted, and has been in our past. What to do about this possibility is the subject of this year's high school debate subject. Election by direct vote is only one of the possible plans. In fact the Lodge and Gossett bills do not provide for direct election, but approximate its results by dividing the electoral vote in each state according to the popular vote for the candidates in that state.

The book of course takes no sides but attempts to present the facts as they are found in a selected group of magazine articles. It is a book that most high school debate groups and their libraries should have accessible during the debate season as it gives the reader an excellent grasp of the situation.

University Debater's Annual, 1948-1949. Edited by Ruth Ulman. H. W. Wilson Co. New York.

This is the 35th volume of a series begun by Edith M. Phelps in 1915 and now continued by Ruth Ulman. Nine debates or discussions of controversial subjects are presented, arguments on both sides being given with briefs and bibliography. As a reflection of student argument and opinion on the subjects treated the book is an excellent record, and should be of considerable value to other debaters, coming on in subsequent seasons, not only for content but for method and procedure.

The nine subjects treated are: Federal Aid to Education, Direct Election of the president, Amending the Taft-Hartley Act, Planned Economy, Outlawing the Communist Party, War with Russia, The Marshall Plan, America's Destiny in the Pacific, and Federal World Government.

Student debate argument and opinion has one good thing about it no matter how much some educators and professional discreditors may believe about it. It is based upon study of the facts as made available in present day publications and is not the product of prejudice and demagogical attitudes, except as they reflect what has been written by others. The average college debate, no matter if a poor one, is far ahead of average public opinion on the subject. The college student is not an authority, but he does reflect authoritative opinion and judgment.

The debates which Miss Ulman has collected are good collegiate records of what students are saying and thinking about these nine public problems. A debate does furnish in a brief and condensed form many of the telling arguments on both sides of a question and is a quick way for the thoughtful person to keep informed.

Ten or fifteen years from now many of these debaters will be in Congress and in our legislatures making the laws and setting the policies of our government. Could one think of any better preparation than to have them grapple now with the things they may later be called upon to settle. This of course is an argument for democracy, as well as a good reason for debate, a student activity often not given proper respect and encouragement by persons who should be promoting it.

Miss Ulman and the H. W. Wilson Co. should be commended for their efforts in promoting debate and encouraging it in American colleges and high schools. The book should be in every college and high school library.

Argumentation, Discussion and Debate. By A. Craig Baird, Univ. of Iowa. McGraw-Hill Book Co., Inc. New York 1950.

This treatise is a long awaited book from one of the leading educators in the field of Public Speaking. Mr. Baird first drew attention, when as professor of Speech at Bates College, he was instrumental in the international debating cause which arose with Bates and the English Universities. Since then, at the University of Iowa, the name of A. Craig Baird has been a notable one among men whose great good fortune it has been to train many of the future college teachers in the field of Speech. This aside remark is just another way of saying that Professor Baird is one of the authorities in the field of Public Speaking.

Professor Baird does not neglect the usual and fundamental principles and rules of debate and discussion, but one does not turn the pages far in his book before he discovers a maturity of approach and the voice of superior knowledge and technique. The mark of teaching teachers is, perhaps, stamped indelibly upon his book. For instance, where the usual textbook talks about "Gathering Materials" Chapter 3 in Mr. Baird's book is entitled "Research Techniques." That is graduate, not undergraduate language.

Later on he speaks of emotionalized thinking, where, perhaps the usual teacher talks about earnestness, sincerity. He talks about the "reflective process" where the usual textbook tells the student "he must have something to say that is worthwhile." That is the usual way of saying that one must do some thinking. Mr. Baird does not stop here. He goes into the technique of argumentative thinking, discussing definition, analysis and issues in generalization, analogy, organization, evidence, casual reasoning, authority, deductive and inductive processes, and the obstacles to straight thinking. At the end he discusses persuasion, delivery and motivation.

The final part of the book is devoted to the new field called discussion. Not a great deal of space is devoted to Discussion, considering all the attention that has been given to this subject recently in the field of Speech—not more than four brief chapters or fifty pages in a book of 416 pages. His Part IV returns to debate, its principles and techniques. Strictly speaking, he devoted almost 250 pages to Argumentation and Persuasion, but frankly, this is all preliminary to the more specialized subject: debate. Technical debate gets about a hundred pages. Personally I approve of Professor Baird's evident evaluations, for I, were I doing it would also give twice as much space to Debate (if not more) in preference to Discussion. Discussion, valuable as it is, does not appeal to me as in the same class with debate as an educational discipline. Undoubtedly a great many teachers would not agree with me, or with the evaluation I have attributed to Professor Baird. So let us not pursue that old argument over which is more valuable of two inseparable processes in the technique of democratic methods of obtaining action. Suffice it to say Professor Baird has given just treatment to both in a valuable book for debaters and their teachers. May they use it to their advantage.

Public Speaking for College Students. By Lionel Crocker. Denison University, American Book Co. New York, 1950.

We should begin this review by saying that this book is presented here in its second edition. The second edition does not differ too much from the first; it is an improvement, of course, as every careful writer tries to make improvements, and Professor Crocker is a careful writer as well as a very good one.

The publishers say of the book "it develops public speaking principles fully and holds the students' interest by means of illustrations related to their environment. Its illustrations have been brought up to date in order to familiarize the ex-students with some of the themes and personalities with which America has been concerned since World War II." We have no quarrel with this statement. Professor Crocker and his publishers have merely fallen in line with the day's trend in freshman speech texts, and they are pointing out that fact. They do not need to justify it. This is a day of visual education.

Professor Crocker's book will not depend upon the aptness of its illustrations, but upon the soundness and usability of his writing when it reaches the students in the freshman class in Speech. Here his approach is to the student. Professor Crocker is not dealing with a subject; he is teaching a student. Here we must interject that we think he is eternally right.

It is not my purpose to express any opipnions on what Professor Crocker is teaching the student. A good teacher teaches as best he can what he regards to be the vital things to the learner. Professor Crocker is manifestly doing this, and whether or not we agree with what he is teaching is immaterial. Any teacher who is teaching as hard as he can is doing his duty as he sees it, and we all say more power to him. And so, more power to Professor Crocker. He is doing a good job. His book is earnest, attractive, well written, and undoubtedly extremely valuable to those who are using it as their text. As you turn the pages you realize that he knows his subject.

Basic Speech. By Jon Eisenson. Queens College, New York. Macmillan. N. Y. 1950.

Here is an unusual book which approaches Speech and Speaking from the physical point of view. Its first consideration is to the matter of voice production and the physical components of speech. It is amply illustrated by drawings of the lungs, voice mechanism, and physique of the speaker. Prof. Eisenson goes next to Phonetics, speech sounds, and the improvement of the voice. Eventually he comes to Language and Meaning, and thence to Speech and Personality. He looks upon personality as the effect we have upon others. It is not something we strive to attain, but the product of all our strivings to attain.

Next he passes to conversation and thence to Discussion and Debate. This is, of course, quite a hop, but is no doubt justified by the fact that the author is following the student interest. One wonders, however, when the next chapter takes up stage fright. This chapter is followed by one on Public Speaking, and by another on Motivating an Audience. Then we come to Attending and Remembering and finally to a chapter on speaking with Somebody Else's Words. This, of course, is Memorization or Interpretation.

Reading casually it is a bit difficult to realize how the contents of this book justifies the title it bears, "Basic Speech." As to the physical aspect of speech, one would readily agree that it is basic. As to the rest of the book the application of the word "basic" is in doubt. Perhaps it is a problem of semantics. Most of the usual things are covered briefly.

The book is really larger than its appearance suggests as it contains 16 chapters and covers 332 pages. In the estimation of the reviewer the first part of the book dealing with speech physically is superior to the second half of the book dealing with certain of the topics discussed in speech texts invariably.

SUPER STATE
Continued from Page 39

satisfaction of wants of the consumer.

The problem is easily expressed: should man be free to choose his own road, or should he be dictated to, either directly or through bureaucratic economic controls?

Who is most capable of running a country, the voters or the bureaucrats?

(From "Trends", Dec. 1949 issue.)

The new editor of the Central States Speech Journal is Prof. Lionel Crocker of Denison University. Professor Crocker's first number appeared in Nov. 1949, and resembles the Quarterly Journal of Speech more than any of the sectional journals. This is to be expected of course, as the Central States are the stronghold of the SAA. We shouldn't express any judgments, but the number looks to us like a mature and thorough job. We always thought Professor Crocker was a good editor in fact as early as 1934, when he was considered for the editorship of the Quarterly Journal of Speech.

TECHNICALLY SPEAKING
Continued from Page 47

towards the sweepstakes. Redlands and Willamette University tied in the final rounds of the national topic debates. See 5:184.

11. True. Same reference.
12. One member of the team represents each school. Correct answer (c).

Technically Speaking

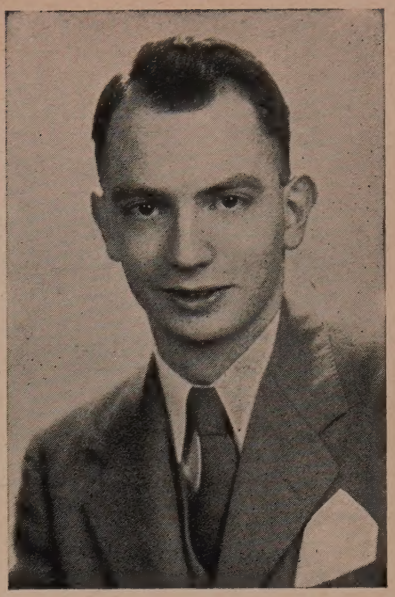
By George McCoy Musgrave

THE questions which appear below were all answered in the Winter issue of "Speech Activities." See how many you can answer:

1. **The host to the Western Speech Tournament in November 1949 was—**
   (a) Stanford
   (b) Redlands
   (c) University of Southern California
2. **The first debate tournament in the United States, or anywhere, was sponsored by—**
   (a) Southwestern College, Winfield, Kansas, in 1923
   (b) Bates College,, Lewiston, Maine, in 1916
   (c) College of William and Mary, Williamsburg, Virginia, in 1903
   (d) Manchester College, Manchester, Indiana, in 1931
   (e) Southwest State College, Durant, Oklahoma, in 1928
3. **Japan has been holding intercollegiate debates for four years, and now has the participation of—**
   (a) 3 colleges
   (b) 29 colleges
   (d) 120 colleges
4. **The Japanese debating program is sponsored by—**
   (a) The Asahi Shimbun Press, largest newspaper in Japan
   (b) The Educational Office of the U. S. Army of Occupation
   (c) The individual colleges
   (d) The Committee on International Debating
   (e) The Rockefeller Foundation
   (f) The British Embassy
5. **True or false:** The national high school debating tournament sponsored by the National Forensic League is being resumed this year, for the first time since the war.
6. **Mundelin College, Chicago, recently installed a chapter of—**
   (a) Pi Kappa Delta
   (b) Delta Sigma Rho
   (c) Tau Kappa Alpha
7. **"Democracy Through Discussion", by Bruno Lasker, is published by—**
   (a) H. W. Wilson Company
   (b) American Book Company
   (c) School Activities Publishing Company
   (d) J. Weston Walch, Portland, Maine
   (e) Citrograph Printing Company
   (f) Nichols Publishing House
8. **True or false:** Kansas State Teachers' College, Emporia, won the Southwestern College Tournament this year for the first time in 13 years.
9. **True or false:** The winner of the Southwestern College Tournament used the advantage-disadvantage type of case, as did two other teams which reached the semi-finals.
10. **Winner of the Western Speech Tournament this year was—**
    (a) University of Southern California
    (b) Redlands
    (c) Pepperdine
    (d) University of Oregon
    (e) Brigham Young
11. **True or false:** Over forty institutions sent delegations to the Western Speech Tournament, and attendance was so large that it will be necessary in the future to limit attendance to 10 contestants from any one college or university.
12. **The Scottish team visiting the United States in the 1950 season represents—**
    (a) University of Glasgow
    (b) University of Edinburgh
    (c) Both of the above schools

ANSWERS TO READER'S QUIZ:

1. Correct answer is (a). See front cover of Winter issue, and 5:182.
2. Dr. J. Thompson Baker of Southwestern College, Winfield, Kansas, gets the credit. Correct answer is (a). See 5:154-5 and 5:185.
3. Believe it or not, 120 is the figure, according to Mr. Toshio Kanchi, the former University of Southern California student who is responsible for introducing debate to Japan. Mr. Kanchi also reports that there is a growing interest among secondary schools and labor unions. See 5:175.
4. The Asahi Shimbun Press, which employs Mr. Kanchi as a reporter, is handling the program. This company is not only an influential newspaper publishing firm, but also is a book publisher. Mr. Kanchi has written two books on debate in Japanese, and these have been published by the Asahi Shimbun Press. Readers who would like to examine these books are invited to write me at 3805 Berkeley Drive, Toledo 12, Ohio. See 5:155-7.



5. True. See 5:192.
6. Delta Sigma Rho. See 5:163.
7. Correct answer is (a), H. W. Wilson Company. See advertisement on 5:145. The American Book Company is the publisher of Crocker's two popular books, and its advertisement is on 5:190. The School Activities Publishing Company publishes the magazine "School Activities" under the editorship of Dr. Harry C. McCown. See inside front cover. J. Weston Walch, of course, is the Maine publisher who has turned out so many fine handbooks over the years. His advertisement is on 5:192. The Citrograph Printing Company prints "Speech Activities" for the Nichols Publishing House. The other Nichols Publishing House publications are listed on the outside back cover.
8. True. See 5:185-6.
9. True. Same reference.
10. Correct answer is (c), Pepperdine, which won the sweepstakes, which included debate on the Western topic. Debates were also held on the national topic, but were not counted

Turn to Page 46

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